R E P O R T R E S U M E S

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A JUNIOR COLLEGE PROPOSAL FOR BOONE AND WINNEBAGO COUNTIES, JOINT REPORT OF THE NORTHERN ILLINOIS JUNIOR COLLEGE COMMITTEE AND NORTHERN ILLINOIS UNIVERSITY.

BY- SECHLER, ROBERT

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A PRELIMINARY STEP IN THE PROCESS OF ESTABLISHING ROCK VALLEY COLLEGE IN ROCKFORD, ILLINOIS, WAS THE COMPLETION OF A FEASIBILITY STUDY IN THE COMMUNITIES TO BE SERVED BY THE COLLEGE. THE REPORT WAS PREPARED IN 10 PARTS--(1) GENERAL DESCRIPTION OF JUNIOR COLLEGES, (2) AREA POPULATION AND ENROLLMENT PROJECTIONS, (3) HIGH SCHOOL STUDENTS AND GRADUATES AND ADULT EDUCATION STUDENTS, (4) BUSINESS AND INDUSTRIAL NEEDS, (5) THE EDUCATIONAL PROGRAM, (6) BUILDINGS AND SITES, (7) ADMINISTRATIVE ORGANIZATION, (8) FINANCIAL ANALYSIS, (9) CONCLUSIONS AND RECOMMENDATIONS OF THE STUDY COMMITTEE, AND (10) THE RESULTS OF A COMMUNITY SURVEY OF ATTITUDES TOWARD THE IDEA OF A JUNIOR COLLEGE. THIS SURVEY WAS CONDUCTED BY MEANS OF A STRUCTURED INTERVIEW AT THE HOME OF THE RESPONDENT, WITH SOME TELEPHONE INTERVIEWS OF THOSE WHO HAD BEEN DIFFICULT TO REACH AT HOME. DETAILED RESULTS OF ALL PHASES OF THE STUDY ARE PRESENTED. (WO)

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for

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JOINT REPORT OF THE NORTHERN ILLINOIS JUNIOR COLLEGE COMMITTEE

and

NORTHERN ILLINOIS UNIVERSITY

JC 680 192

March 1964

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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COLLEGE COMMITTEE
and
NORTHERN ILLINOIS UNIVERSITY

March 1964

UNIVERSITY OF CALIF.
LOS ANGELES

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JUNIOR COLLEGE
INFORMATION

JC 680/92

ILLINOIS STATE
JUNIOR COLLEGE
BOARD OF EDUCATION
MAY 1 1958

Northern Illinois Junior College Committee

Letter of Transmittal

NORTHERN ILLINOIS JUNIOR COLLEGE COMMITTEE

March 15, 1964

Mr. Ray Page, State Superintendent of Public Instruction
Mr. Charles Espy, Winnebago County Superintendent of Schools
Mr. Charles Nihan, Boone County Superintendent of Schools
Boards of Education of High School Districts in Boone and Winnebago Counties
Citizens and High School Students

Dear Friends:

The accompanying report contains the findings, conclusions, and recommendations of the Citizens Committee appointed to (1) determine the need for and (2) prepare suggestions for the establishment of the proposed Boone-Winnebago Counties Community Junior College.

It is the hope of the Committee that the report will be carefully reviewed by every resident of the area so that the citizenry will be thoroughly conversant with the proposals contained herein.

There will, undoubtedly, be questions and additional areas of study that will not be handled by this report; but the report should provide guidelines and a basic foundation on which to build.

To all who assisted in the project and provided assistance to the committee by completing questionnaires, providing facilities and materials, collecting data, or in any other way aided the project, the committee extends its appreciation.

Sincerely,

Robert Sechler
Committee Chairman

es

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Curriculum

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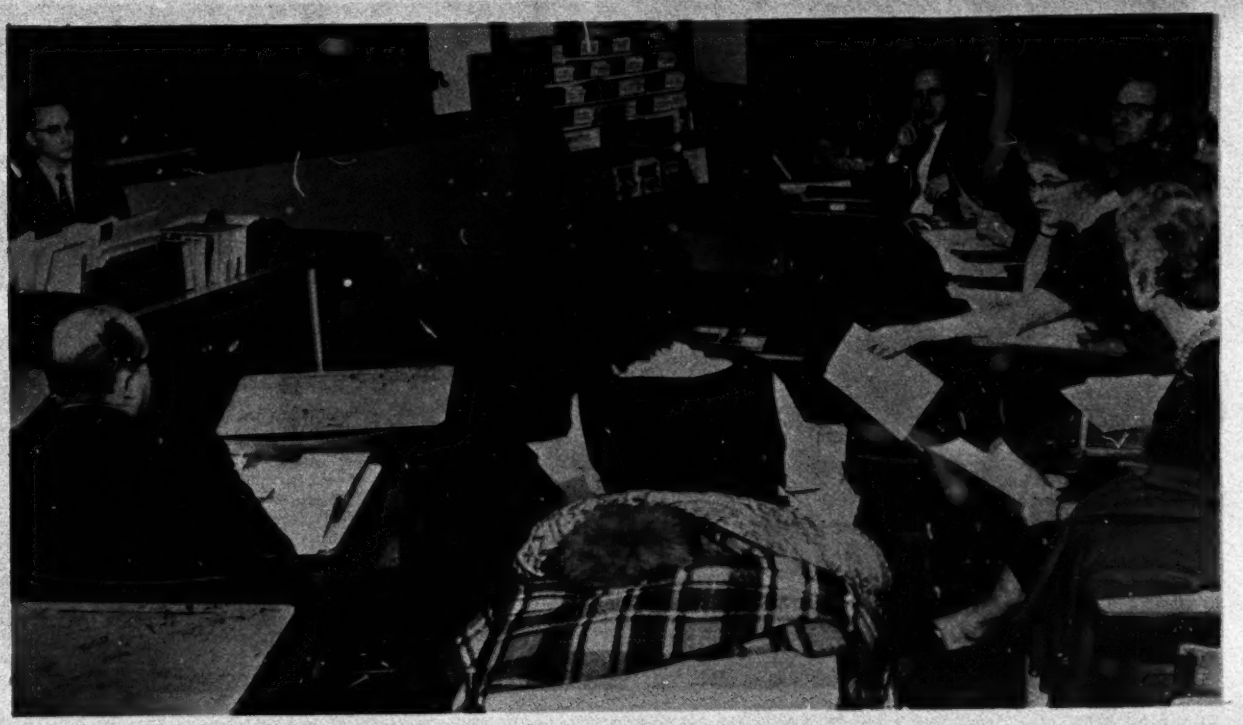

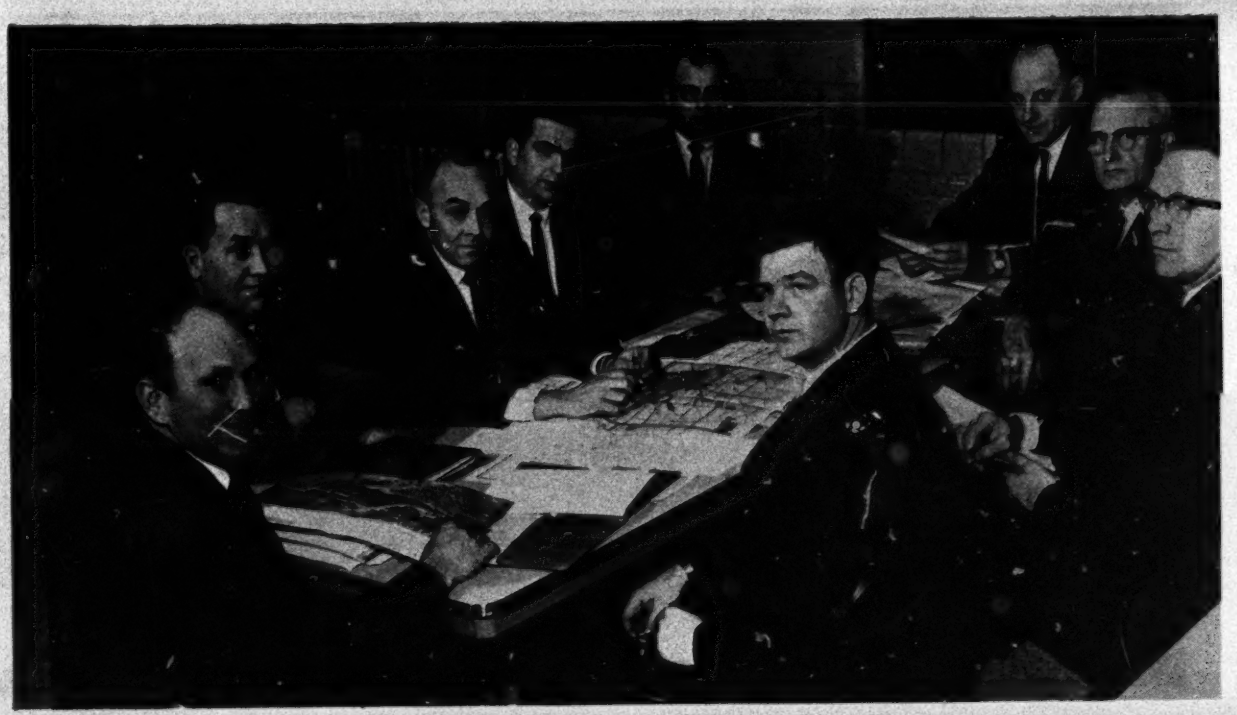

Buildings

and Sites,

Committee

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CHAPTER I

THE COMMUNITY COLLEGE

Reconstruction and change, if not revolution, in conventional patterns of education have obscured the emerging definition of the community college--sometimes called the junior college. The factors that are bringing change to all schools--the population explosion, the accelerated technology, and the increased individual and societal drive for greater knowledge--have an even sharper focus in the post-high school years. The secondary schools have not yet solved the problem of adequately preparing their graduates for immediate entry into the working world, and the traditional college or university program fails to meet the needs of some other graduates in search of higher learning.

Over fifty years ago, the first junior college to remain in operation down to the present day was established in Joliet, Illinois. In the years since 1901, the idea has spread across the United States, more rapidly in other states than in Illinois. Current figures show 495 junior colleges in the country with an enrollment of 385,486 students; of these, Illinois can claim 31 schools and 44,433 students. The colleges in Illinois fall into these types of districts:

Part of:	
High school district	10
Unit district	7
(Chicago, listed with unit districts, operates eight branches)	
Independent Junior College District	1
Private junior colleges:	
YMCA of Chicago	1
Branch of Bradley University	1
Separate	11

When the student body of 28,000 in Chicago is deducted from the state total, of 44,000, it becomes apparent that the remaining 16,000 are accommodated in 30 other community colleges around the state. It may be of interest to note the apparent affinity between junior college and industry. It has already been noted that the junior college had its origin in the highly industrialized area of Joliet, and its greatest growth has been in industrial Chicago. The one independent junior college district that has been formed, Black Hawk College, is in the industrial complex of the tri-city area around Moline. The high school districts that support junior colleges are of industrial note: Elgin, Thornton, and LaSalle-Peru. In areas lacking industry, the junior college has not fared so well. World War II and the years immediately following found junior colleges in suburban Evanston and residential Morgan Park in Chicago, and both of these have since ceased operations. Recently, the resurgence of interest in the junior college has resulted in surveys supporting junior college proposals in

rural-suburban McHenry County and rural-suburban Lake County. Both of these proposals failed to secure voter support and so were lost at the polls. It should be pointed out that Lake County, with a strong industrial area in Waukegan, came much closer to establishing a junior college than did McHenry. Other areas have also been surveyed and voter reaction registered.

These considerations should be of importance to the Winnebago-Boone area which contains the second largest city in Illinois with an attendant industrial area even now expanding as evidenced by the plan for the Chrysler plant near Belvidere.

What Is the Community College?

Pioneer schools in the junior college field were two-year institutions, paralleling the freshman and sophomore years of the traditional colleges or universities and offering similar instruction. Today, the community college program has a wider and deeper scope and function. The modern college is concerned with vocational training for students who will seek employment after one or two years of study. It is also aware of the need of general education for citizenship. Short-term and extension courses, and offerings for persons of all ages, receive significant attention in many junior colleges. Fretwell,[1] in his book, Founding Public Junior Colleges, concludes his summary by declaring, "Ideally, if a given organization is large enough and strong enough, it can and should seek to become a comprehensive community college."

In the January, 1964, issue of Illinois Education, Smith[2] discusses the junior college. His study of the catalogs of fifteen Illinois public junior colleges revealed striking similarities in statements of purpose. He cited the Belleville Junior College catalog[3] as typical:

"To provide for the professional, vocational, and cultural needs of youth and adults alike, the college offers the following programs of study:

1. Academic courses and curricula to meet college and university lower division requirements.

2. General education courses and out-of-class activities to prepare students for intelligent living.

3. Vocational programs of varying length, but complete in themselves, to prepare individuals for semi-professional occupations and for positions in business and industry.

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[1]Elbert R. Fretwell, Founding Public Junior Colleges.

[2]Gerald W. Smith, "The Junior College--Fish and Fowl," Illinois Education, January 1964.

[3]Belleville Junior College, Vol. VIII, p. 10.

4. Programs of personal and cultural development to meet the needs of adults in the community."

Smith goes on to quote passages from the Chicago catalog as well as the Black Hawk College catalog to establish that these schools do indeed have quite similar aims and objectives. His summary of their offerings will serve as an introduction to a discussion of the four parts of the program of the junior college.

"The public junior colleges in Illinois offer the first two years of university parallel work for transfer in liberal arts, engineering, education, business, agriculture, pre-law, pre-medicine, nursing, etc.

"General education curricula leading to the associate in arts degree designed as self-contained programs are available in most Illinois community colleges.

"Vocational, technical, and semi-technical courses vary among the schools. Offerings include business management, electronics technology, secretarial, dental assisting, medical technology, data processing, engineering aide, sales and distribution.

"Adults enroll under a variety of arrangements. In some communities the two-year offerings are available in night classes. Most of the colleges set up special programs to meet local needs for adult education. Often these involve specific courses related to the industries and businesses of the communities."

This analysis by Smith of the purposes of Illinois public junior colleges is closely parallel to the statement by Thornton in his book: "the generally accepted purposes may be discerned to include (1) occupational education on post-high school level, (2) general education for all categories of its students, including education for adults, and (5) the counseling and guidance of students."

Education for Transfer

It is universally recognized that preparation for further study at the four-year college or university is the traditional task of the junior college. Thornton declares it to be the goal which the junior colleges have accomplished most extensively and most successfully and for the greatest numbers of their students, and that it will continue to be a major function of the community junior college.[4] He reasons that:

"In its 'university-parallel' programs, the junior college performs many important educational services. It enables many able young people to complete their first two years of college while living at home and thus aids them in conserving some of their funds for

[4]James W. Thornton, Jr. "Accepted Purposes of Junior Colleges," The Community Junior College. New York: John Wiley and Sons, 1960, p. 59.

upper-division and graduate study. It contributes thus both to equality of educational opportunity and to the development by some young people of specialized talents which might be otherwise neglected. It helps to fill the junior and senior classes of the four-year institutions, after the inevitable attrition has reduced the size of the classes which entered those colleges two years earlier . . . . The later academic success of students from the junior college is important in relation to the success of students who entered four-year colleges as freshmen."[5]

A study made of more than 2,500 annual transfers from junior colleges to the University of California resulted in these four general conclusions:

1. "Junior-college transfers make records approximately the same as those made by transfers from four-year colleges and by native students . . . .

2. Junior-college transfers retain the relative scholastic standing after transfer that they held before transfer.

3. There is clear evidence that junior colleges are salvaging a large number of students for success in advanced studies who would otherwise have missed them entirely.

4. There is variation, sometimes wide, in the findings in different senior institutions and also as between junior colleges in the same institution. It should be noted, in passing, that such variations present a problem to those senior institutions who seek to maintain a uniform policy for recognition of the public junior colleges of their state. By and large, however, the performance of junior-college transfers in senior colleges has proven to be so satisfactory that doubts about the quality of junior college preparation for advanced study no longer exist."[6]

Occupational Education

Occupational education is a term used to cover the areas of vocational and technical education. Vocational education has its start in the high school, but it is not usually felt that it completes the task because small size of student population, small classes, and other limitations hamper the fullest development in scope of opportunity and level of preparation. It has been traditionally then part of the task of the junior college to extend the limited high school vocational effort. Thornton explains that "In many institutions, courses are planned so far as possible with an eye to the rapid changes which characterize the labor market. Emphasis is placed on preparing the student for families of related occupations rather than for a single job; fundamental abilities are developed so as to contribute to the student's adaptability as employment opportunities change."

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[5] Ibid.

[6] Ibid., p. 64

This approach fails to meet the recently developed need for technical education. R. O. Birkhimer, Junior College Consultant in the Illinois Office of the Superintendent of Public Instruction, was a participant in a study of the junior college program in Illinois. The study found:

"Technical education is the phase of education with specialized preparation for occupational work between the high school and the four-year college which prepares students mainly for professional work. Institutions of higher education have concentrated largely on education for so-called professional work. In recent years, the occupations have had an increasing need for workers with specialized talent and general knowledge superior to that which high school can give and yet requiring less time and different preparation from that which the senior institutions of higher education afford.

"Technical education is in a stage of piecemeal development in Illinois." It consists of a collection of a few special courses of study, operated by local school districts through junior colleges in a few instances and as "special programs" attached to high schools in other cases. The vast range of occupations is hardly touched. What is needed is a well-rounded program of education of two years beyond high school with broad scope and not just a collection of a few special courses. The program of the future must offer individuals a choice among a wide variety of special courses within a context of general education for all persons. Moreover, such a program must be viewed as a part of higher education, requiring a special system for organizing, administering, and financing.

"Technical education, therefore, in reality is junior college education."[7]

General Education

For a clear, concise discussion of this phase of community college work it would be best to return to Thornton who had this to say:

"Almost all writers who discuss the functions of the community junior college include the concept of general education as one of those functions, although some of the earlier writers did not use that term. Whereas occupational education, in its many manifestations, is concerned with the differences among students, general education is concerned with their fundamental likenesses. General education may be defined as a program of education specifically designed to afford young people more effective preparation for the responsibilities which they share in common as citizens in a free society and for wholesome and creative participation in a wide range of life activities. It attempts to clarify the focal problems of our times and to develop the intellectual skills and moral habits to cope with them.

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[7] Robert O. Birkhimer, "Recent Developments in Technical Education," Conference Proceedings, Dallas, Texas, November 28-29, 1962. Washington, D.C.: U.S. Office of Education, p. 18.

"The purposes of general education are not new purposes. What is new is the reaction against the over-specialization which characterized many college programs during the first half of the twentieth century. General education does not seek to replace specialization; most of the recent technical advances in our culture have come about because of the high quality of our specialized education. On the other hand, specialization is not a complete education for modern living. General education complements specialization through a recognition that although men differ in their abilities, interests, and accomplishments, they share many characteristics which demand common elements of education."[8]

"The need persists for general education for all categories of students. Some progress has been made toward its solution. Further progress will continue as faculty members labor to select and organize experiences which will contribute to more abundant personal life for their students and which stimulate the students to work toward a more stable and more satisfactory society."

Adult Education

From the established junior or community colleges, one phase of community service has clearly emerged--that of adult education. There are several ways of looking at this particular label. In a sense it could merely be the identification of the age of particular students engaged in any study that the community college offers. But many hold it to have a more special meaning than this. Because the junior college is the only immediately available cluster of scholars, people in all activities of community life look to it for services usually rendered by scholars. Farmers may ask the chemistry instructor to analyze some soil or water or consult the biology teacher on ways and means of plant hybridization; or a citizen may have a letter in a foreign language that he would like the language teacher to translate.

In these and many other ways, the college and its constituency will contribute to community life, and adult needs will find their way into the buildings and into the classrooms. One leader in adult education has summed up a rather universal outlook when he agreed to offer any subject in his college if there is enough enrollment, an organized body of knowledge to be learned, and a qualified teacher available. One writer sees the need for far more progressive and larger scale adult education than is presently available and believes that every college should seek out and encourage adults in the community to improve themselves and their occupational status.

Organizing a Junior College

Junior colleges have emerged in various forms in answer to local influences, and they are subject to the school laws of fifty different states. In turn, each college is responsive to its duly established governing board. California adopted a statewide system of

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[8] Ibid., pp. 61-62.

comprehensive-type junior colleges from the beginning, which is a partial explanation of the pre-eminent position of that state in the junior college field.

In 1958, the Superintendent of Public Instruction in Illinois authorized and provided funds for a two-year study which was to prepare a plan for establishing junior colleges in the state. This study was completed and the report presented to the Superintendent in 1960. A new report was issued by the Illinois Board of Higher Education in December 1963. This is part of the master plan that is being developed for Illinois.[9]

The 72nd General Assembly created a Board of Higher Education, prescribed additional university branches, and mandated a master plan for junior colleges in Illinois. Further, the way has been cleared for local districts, either singly or jointly to create junior college districts and to secure State support for their efforts. This is the path being followed in Boone and Winnebago counties. Smith, in concluding his IEA article has these words of encouragement:

"The genius of the junior college is its potential for flexibility, adaptability, and variety. Its program can be designed to meet the highest standards of traditional college-level work, to offer basic education in technology, to include a wide variety of vocational education, and/or to establish special courses for specific needs either on a continuing or short-time basis. The value and dignity of the community college is enhanced when its student body includes high school graduates representing the widest possible range of abilities and interests. It is a true community college when it attracts adults ranging from non-high school graduate to the college graduate. Those responsible for the administration and development of junior colleges should be encouraged to accept the full challenge inherent in this remarkable educational institution."[10]

Attention could be directed to one other area that would perhaps be helped through the establishment of a community college. Nationally, the drop-out problem is becoming acute, and some educators believe that the junior college can be instrumental in keeping youngsters in school longer.

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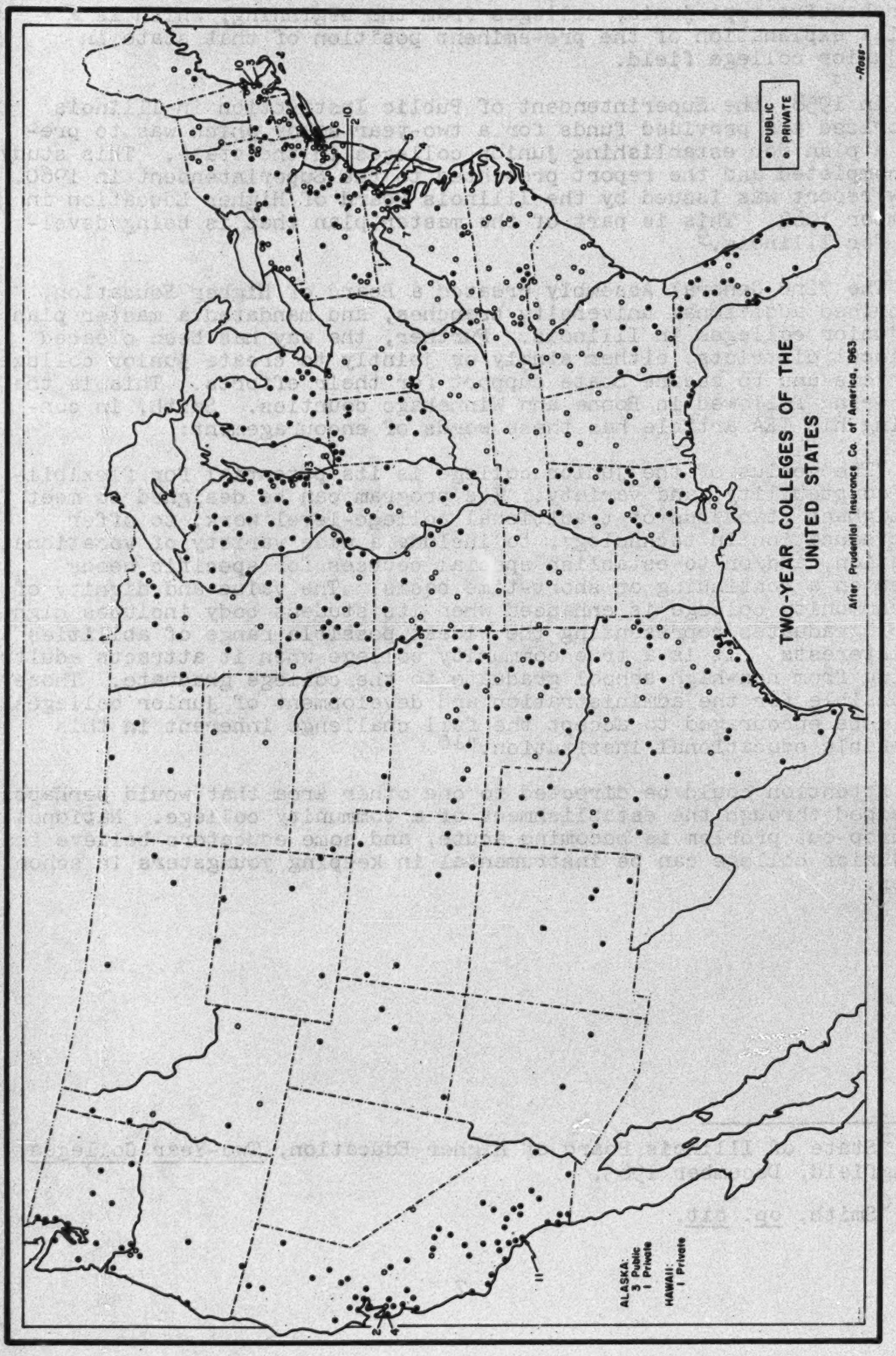
[9] State of Illinois Board of Higher Education, Two-Year Colleges. Springfield, December 1963.

[10] Smith, op. cit.

Figure 1


TWO-YEAR COLLEGES OF THE UNITED STATES
After Prudential Insurance Co. of America, 1963
-Ross-
• PUBLIC
◦ PRIVATE
ALASKA:
3 Public
1 Private
HAWAII:
1 Private

CHAPTER II

THE POPULATION OF BOONE AND WINNEBAGO COUNTIES

There are six counties in the northern tier of counties in Illinois. From east to west, these are Lake County, McHenry County, Boone County, Winnebago County, Stephenson County, and Jo Daviess County.

The present proposal for a junior college district encompasses both Boone and Winnebago Counties. The two counties measure approximately 36 miles from east to west and 24 miles from north to south; they had a combined population of 169,455 in 1950, and 230,091 in 1960. Present projections indicate a 1970 population of about 300,000 for the two counties combined.

A Brief Description of Boone County

Boone County was named in honor of Colonel Daniel Boone, first settler of Kentucky and leader in protecting the frontier against Indian attacks. The county was organized in 1837 at the present county seat of Belvidere.

The county is located in an area of fertile farmland, and agriculture has been the major economic activity of the county throughout its history. Major farm products are grain and hay, and milk for the Chicago market.

In recent years there has been an increased emphasis on industrial activity in Boone County. The major manufacturing activities are located in the Belvidere area; and manufactures include sewing machines, rubber products, casket hardware, evaporated milk, beauty-parlor equipment, screw-machine parts, polishes, canned vegetables, computing scales, and milk-bottle caps. Further industrialization is expected along the right-of-way of the Chicago and Northwestern Railway running east and west through Belvidere in the south-central part of the county.

A major development of the past year was announcement of a $50,000,000 Chrysler Corporation plant to be constructed southwest of Belvidere on the north side of the Illinois Tollway (Interstate Highway 90). The plant will be in operation by 1966, manufacturing Plymouth, Dodge, and Chrysler automobiles. Employment is expected to reach 5,000 to 6,000 workers at peak production.

The tremendous impact of this development can be seen by noting in the census reports that there were a total of 8,242 employed workers in Boone County in 1960. The three largest fields of employment were manufacturing (3,115 workers), agriculture (1,386 workers), and retail trade (678 workers).[1] Thus, development of this new

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[1] Illinois 1960 Census Final Report PC(1)--15C, p. 408.

Chrysler plant will change the Boone County employment picture dramatically prior to the 1970 census. While some of the 5,000 or 6,000 full-time workers may commute from other counties, it is clear that manufacturing will be emphasized in the Boone County economy in future years.

The Boone County population was 17,070 in 1950 and 20,326 in 1960. With the development of the Chrysler plant and other plants to supply the Chrysler plant, a county population of 49,200 is anticipated in 1970. The greatest share of this population growth is expected to occur near the Chrysler plant--specifically in Belvidere and Flora Townships.

A Brief Description of Winnebago County

Winnebago County was named after the Winnebago Indians who inhabited the area until the Treaty of Prairie du Chien in 1829. The county was organized in 1836 at the present county seat of Rockford (at that time "Midway at the ford on the Rock River").

Winnebago County is located in an area of fertile farmland, and agriculture has been a major economic activity of the county throughout its history. The area is strong as a dairy center--production of corn and hogs rates high--and the area is renowned for its high quality small grains and vegetables.

But, the population of Winnebago County depends heavily on the manufacturing and trading activities of the Rockford area. Rockford is now the second largest city in Illinois with more than 500 factories making over 350 different types of products. The major industrial locations are south of downtown Rockford along the right-of-way of the Illinois Central Railroad and the Chicago and Northwestern Railway. Manufactures include machine tools and dies, machinery, furniture, screw products and fasteners, airplane and automobile parts, farm implements, chewing gum, pet foods, hardware, hosiery, and paint.

The City of Rockford serves as a trading center for an area embracing thirteen counties in northern Illinois and southern Wisconsin--an area with a total population of over 500,000.

In 1960, there were 82,144 employed workers in Winnebago County. The three largest fields of employment were manufacturing (37,637 workers), retail trade (7,532 workers), and agriculture (1,925 workers).[2] The Winnebago County population was 152,385 in 1950 and 209,765 in 1960. With further industrial developments, and with workers settling in Winnebago County to work at the new Chrysler plant near Belvidere, projections of the county population have been set at 250,800 in 1970.

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[2] Ibid., p. 416.

Figure 2

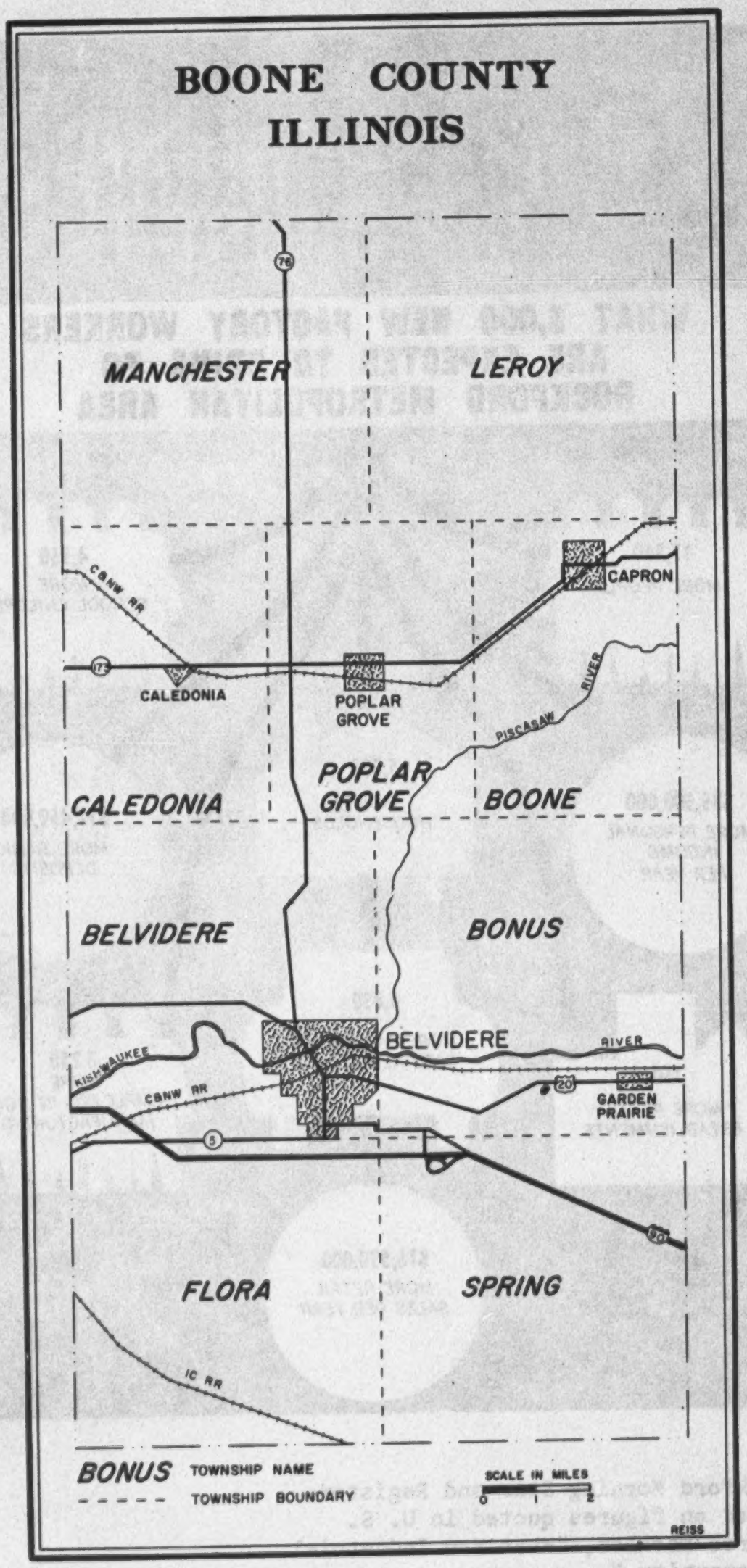
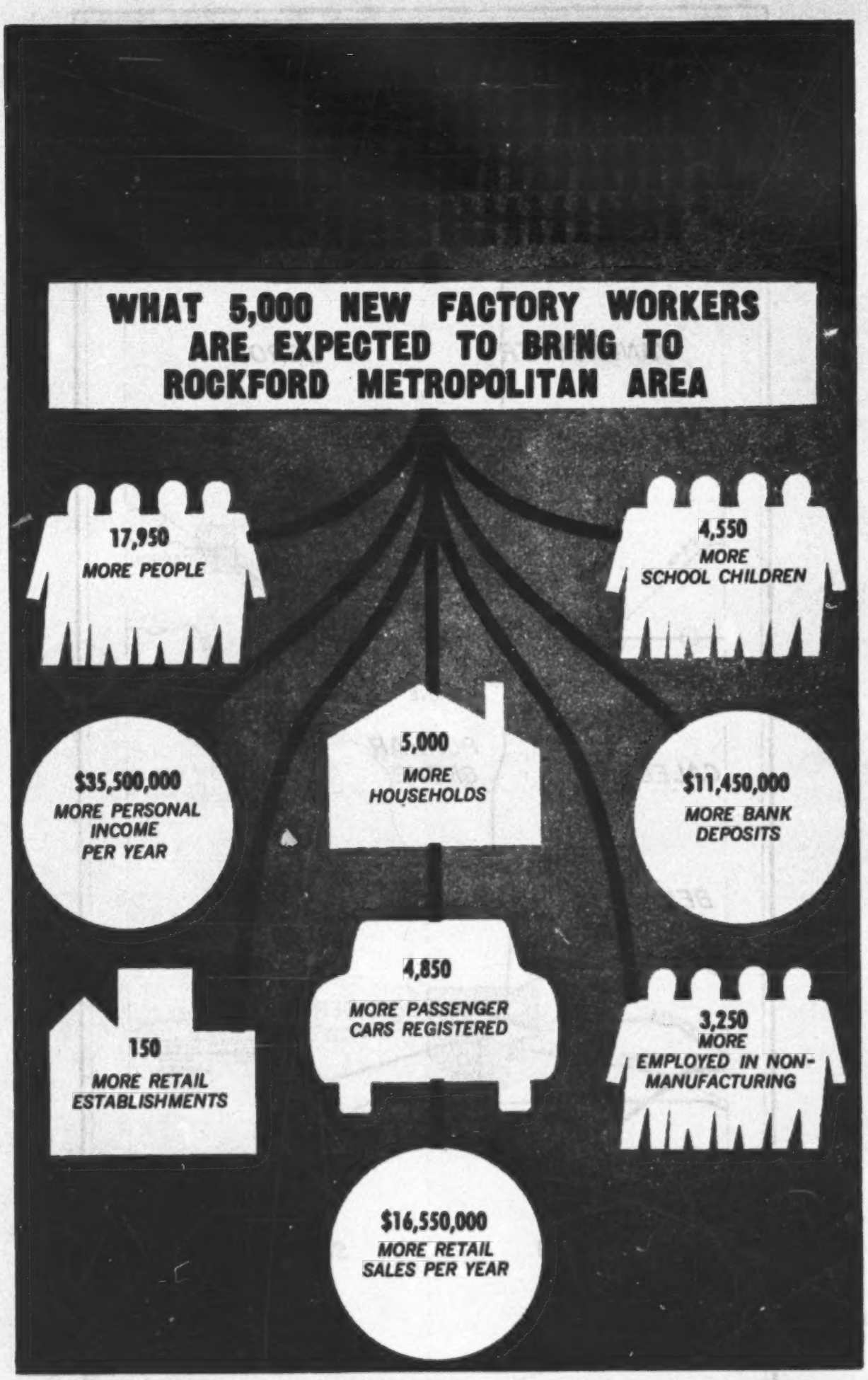
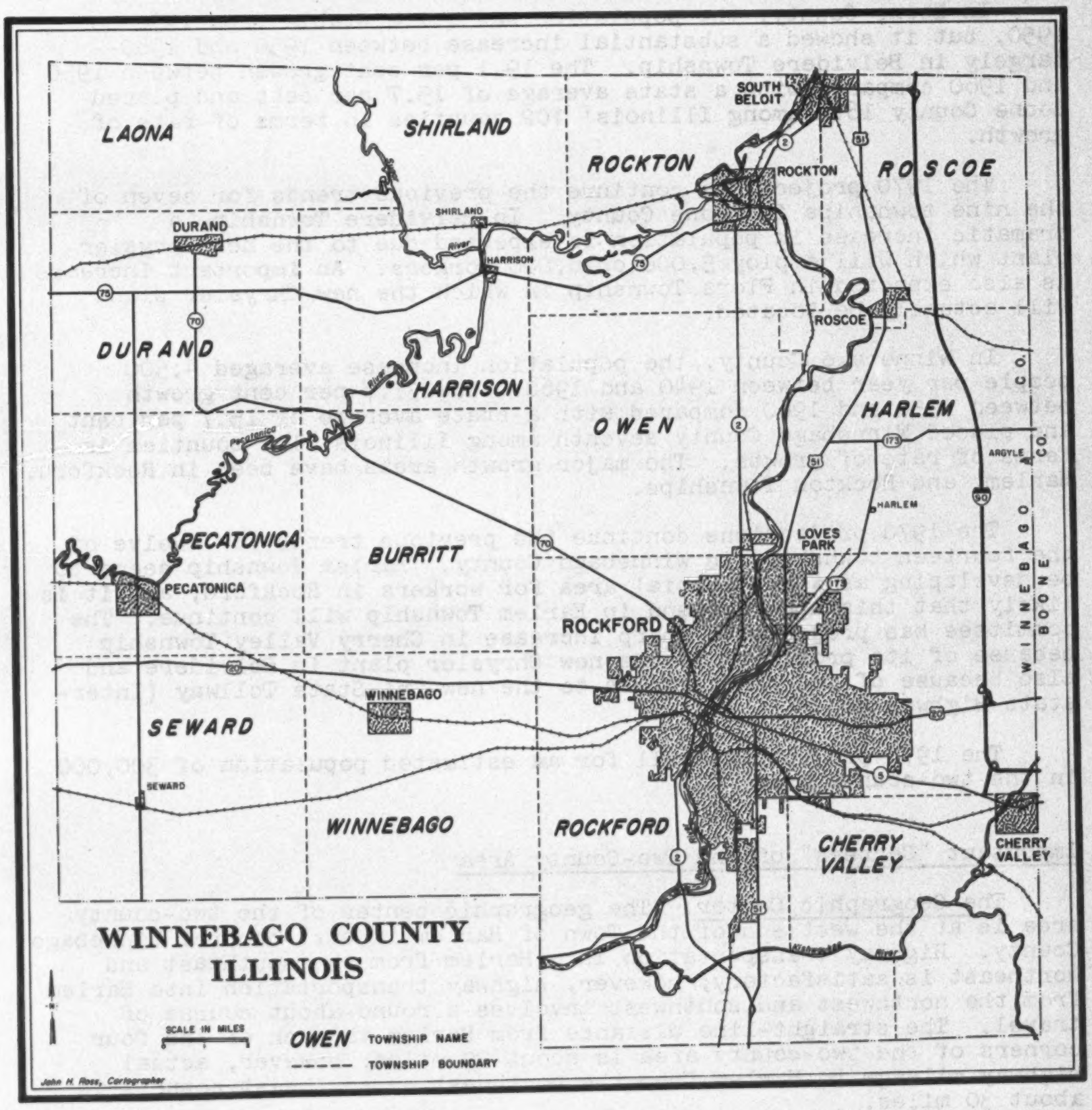

BOONE COUNTY
ILLINOIS
MANCHESTER
LEROY
CANW RR
CAPRON
CALEDONIA
POPLAR GROVE
PISCASAW RIVER
CALEDONIA
POPLAR GROVE
BOONE
BELVIDERE
BONUS
KISHWAUKEE
CBNW RR
BELVIDERE
RIVER
GARDEN PRAIRIE
FLORA
SPRING
IC RR
BONUS TOWNSHIP NAME
TOWNSHIP BOUNDARY
SCALE IN MILES
0 1 2
REISS

Figure 3



Reprinted by Rockford Morning Star and Register-Republic and based on figures quoted in U. S. Chamber of Commerce booklet, "What New Industrial Jobs Mean to a Community."

Figure 4


LAONA
SHIRLAND
ROCKTON
SOUTH BELOIT
ROCKTON
ROSCOE
DURAND
SHIRLAND
River
HARRISON
DURAND
HARRISON
River
ROSCOE
HARLEM
OWEN
Pecatonica
River
PECATONICA
BURRITT
PECATONICA
ROCKFORD
LOVES PARK
HARLEM
ARGYLE
WINNEBAGO
BOONE
SEWARD
WINNEBAGO
SEWARD
WINNEBAGO
ROCKFORD
CHERRY VALLEY
CHERRY VALLEY
Rock River
WINNEBAGO COUNTY
ILLINOIS
SCALE IN MILES
OWEN TOWNSHIP NAME
TOWNSHIP BOUNDARY
John H. Ross, Cartographer

Recent Population Trends in the Two-County Area

Table 1 shows population trends in the two-county area from 1930 to 1960 and committee projections to 1970. Table 2 shows other population characteristics reported in the 1960 census.

In Boone County, the population was quite stable from 1930 to 1950, but it showed a substantial increase between 1950 and 1960--largely in Belvidere Township. The 19.1 per cent growth between 1950 and 1960 compared with a state average of 15.7 per cent and placed Boone County 16th among Illinois' 102 counties in terms of rate of growth.

The 1970 projections continue the previous trends for seven of the nine townships in Boone County. In Belvidere Township, a dramatic increase in population is expected due to the new Chrysler plant which will employ 5,000 or 6,000 workers. An important increase is also expected in Flora Township in which the new Chrysler plant will actually be located.

In Winnebago County, the population increase averaged 4,500 people per year between 1940 and 1960. The 37.7 per cent growth between 1950 and 1960 compared with a state average of 15.7 per cent and placed Winnebago County seventh among Illinois' 102 counties in terms of rate of growth. The major growth areas have been in Rockford, Harlem, and Rockton Townships.

The 1970 projections continue the previous trends for twelve of the fourteen townships in Winnebago County. Harlem Township seems to be developing as a residential area for workers in Rockford, and it is likely that this upward trend in Harlem Township will continue. The committee has projected a sharp increase in Cherry Valley Township because of its proximity to the new Chrysler plant in Belvidere and also because of its ready access to the new Tri-State Tollway (Interstate Highway 90).

The 1970 projections call for an estimated population of 300,000 in the two-county area.

Important "Centers" of the Two-County Area

The Geographic Center. The geographic center of the two-county area is at the west end of the Town of Harlem in east-central Winnebago County. Highway transportation into Harlem from the southeast and northeast is satisfactory; however, highway transportation into Harlem from the northwest and southwest involves a round-about course of travel. The straight-line distance from Harlem to each of the four corners of the two-county area is about 20 miles; however, actual highway mileage to Harlem from the northwest or southeast corners is about 30 miles.

The Population Center. The population center of the two-county area is in the east section of Rockford. In the 1960 census, Rockford

Table 1

Population Location and Population Change, 1930 to 1970,
in Boone and Winnebago Counties

	1930[a]	1940[a]	1950[a]	1960[b]	1970[c]
Boone County: Townships					
Belvidere	9,029	9,097	10,632	13,004	36,000
Bonus	916	943	1,106	1,295	1,500
Boone	887	956	1,001	1,125	1,300
Caledonia	591	638	614	681	800
Flora	794	740	791	904	6,000
Le Roy	614	619	586	646	700
Manchester	712	681	756	810	900
Poplar Grove	784	765	867	1,047	1,100
Spring	751	763	717	814	900
Boone Total	15,078	15,202	17,070	20,326	49,200
Winnebago County: Townships					
Burritt	603	569	524	654	700
Cherry Valley	1,198	1,209	1,544	2,228	6,000
Durand	1,087	1,236	1,335	1,450	1,600
Harlem	1,352	1,838	5,728	14,404	20,000
Harrison	396	432	572	646	700
Laona	427	413	435	479	500
Owen	626	679	886	1,429	2,000
Pecatonica	1,695	1,861	1,975	2,266	2,500
Rockford	102,006	104,050	127,970	170,980	198,000
Rockton	3,759	4,258	6,106	8,179	10,000
Roscoe	1,548	1,864	2,368	3,308	4,400
Seward	881	870	851	1,029	1,200
Shirland	414	503	512	631	700
Winnebago	1,381	1,396	1,579	2,082	2,500
Winnebago Total	117,373	121,178	152,385	209,765	250,800
Two-County Totals	132,451	136,380	169,455	230,091	300,000

a U.S. Census of Population: 1950. Vol. I, Number of Inhabitants Washington: U.S. Government Printing Office, 1952. Page 13-14; page 13-26.

b U.S. Census of Population: 1960. General Population Characteristics, Illinois. Final Report PC(1)--15B. Washington: U.S. Government Printing Office, 1961. Page 136; page 154.

c Projections, including estimates for Chrysler plant near Belvidere.

Table 2

Other Population Characteristics of Boone and Winnebago Counties as Reported in the 1960 Census[a]

Characteristic	Boone County	Winnebago County	Illinois Statewide
Per Cent Rural Farm	19.3	2.9	5.6
Per Cent Rural Non-Farm	25.5	13.5	13.7
Per Cent Urban	55.2	83.6	80.7
Per Cent Foreign Born	2.7	5.5	6.8
Per Cent Born in Illinois	74.2	63.4	71.6
Per Cent of 14-17 Age Group in School	85.1	85.6	87.5
Median School Years Completed, Adults Age 25 and Over	10.1	10.7	10.5
Median Annual Income per Wage Earner	$5821	$6702	$6566

[a] U.S. Census of Population: 1960. General Social and Economic Characteristics, Illinois. Final Report PC(1)--15C. Washington: U.S. Government Printing Office, 1962. Pages 241, 242, 243, 244.

City had a population of 126,706 (56 per cent of the total population of the two-county area). Other population centers are Loves Park (population 9,086; adjacent to northeast Rockford), Belvidere (population 11,223; fourteen miles east of Rockford), and South Beloit (population 3,781; nineteen miles north of Rockford).

The Transportation Centers. There is no passenger-train service between communities in Winnebago and Boone Counties. The Illinois Central Railroad runs passenger trains that stop in Rockford, but these trains make no other stops in the two counties.

The Greyhound Bus Line has one bus in the morning from Belvidere to Rockford and one bus in the morning from Beloit to Rockford. Both buses arrive in downtown Rockford at about 9 a.m. There is no morning bus service into Rockford from the west. In general, it would not seem reasonable to plan the junior college location around the inter-city bus service presently available.

The foregoing facts make it clear that the location of the junior college will have to be planned around transportation by private automobile and/or city bus service. This situation led the committee to suggest two optimal locations. One would be Rockford College (downtown campus); the second would be a site located between Rockford and Belvidere, near the intersection of Interstate Highway 90 and U.S. 20. The former location might be preferred because of its more populous location and because of the availability of Rockford City bus service in all directions from downtown Rockford. The latter location might be preferred because of its more ready access to the towns of Belvidere and South Belcit.

The Projected College-Age Population of the Two-County Area

The "baby boom" of the post World War II era is readily evident in Boone and Winnebago Counties. Table 3 shows that in 1960 there were 3,358 youngsters in the 14-15 age bracket and 5,736 youngsters in the 0-1 age bracket. This table shows the population by age from ages 0 to 15 as recorded in the 1960 census, and it also shows the year in which each age group would reach the college age of 17-18.

The college-age population figures shown in Table 3 are probably quite conservative. While there will be some deaths and emigrations within these age groups, there will very likely be over-compensating immigrations into the two-county area. For example, these figures do not make any allowance for children of families who will move into the area to work in the new Chrysler plant near Belvidere; rather, they simply show the numbers of children who were already here at the time of the 1960 census.

A good estimate would be that, by 1975, there will be at least 6,200 young people reaching college age each year. The next task is to estimate how many of these young people will actually attend a local junior college.

Figure 5

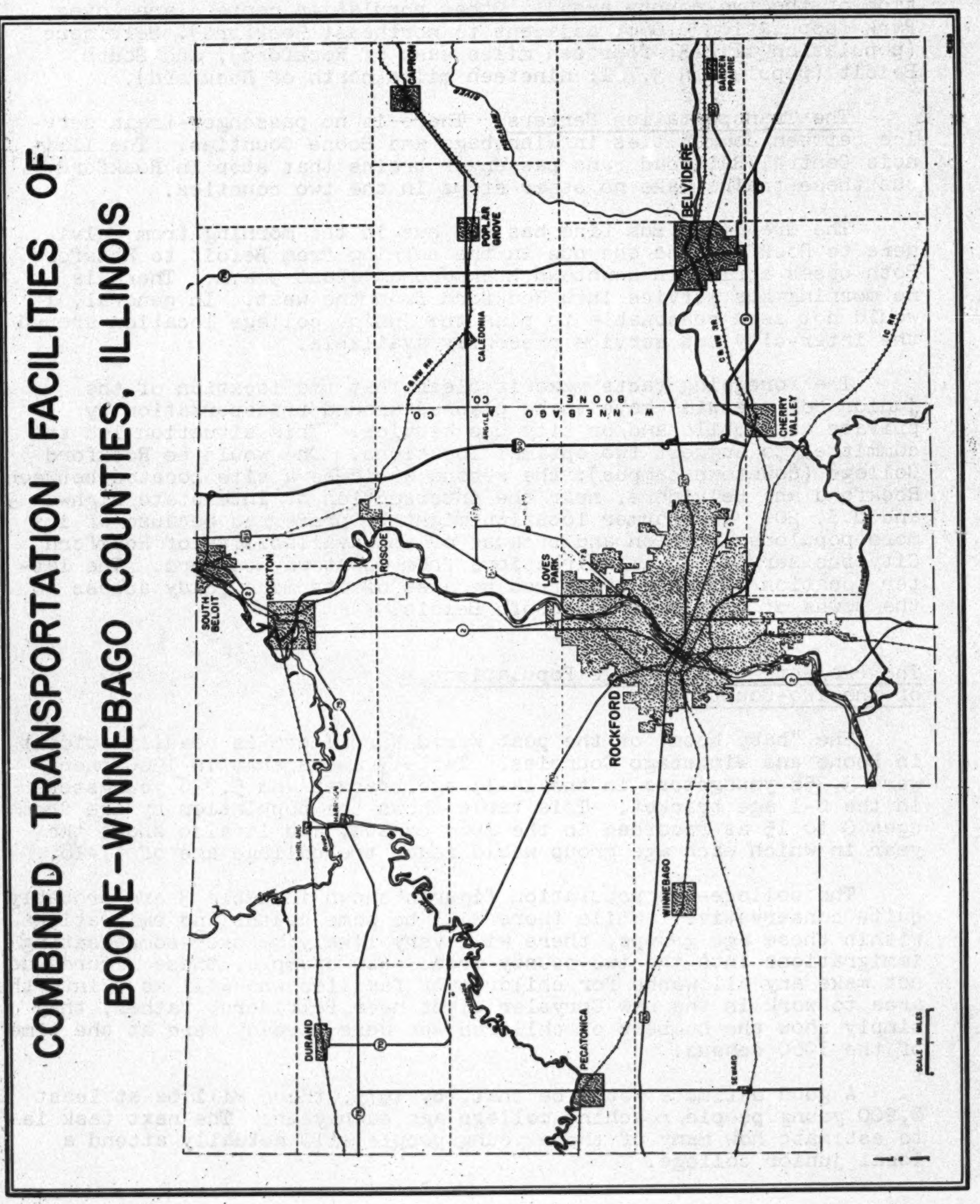

COMBINED TRANSPORTATION FACILITIES OF
BOONE-WINNEBAGO COUNTIES, ILLINOIS
CAPRON
POPLAR GROVE
CALEDONIA
BELVIDERE
GARDEN PRAIRIE
CHERRY VALLEY
WINNEBAGO COUNTY
BOONE COUNTY
SOUTH BELOIT
ROCKTON
ROSCOE
LOVES PARK
ROCKFORD
WINNEBAGO
DURAND
PECATONICA
SCALE IN MILES

Table 3

Boone-Winnebago Population by Age Groups, with Projections of College-Age Groups Year-by-Year to 1977

Population by Age Group, 1960[a]	Boone County	Winnebago County	2-County Total	Would Reach College Age in...
14-15	326	3,032	3,358	... 1963
13-14	435	3,891	4,326	... 1964
12-13	435	4,181	4,616	... 1965
11-12	409	4,002	4,411	... 1966
10-11	399	4,376	4,775	... 1967
9-10	422	4,325	4,747	... 1968
8-9	424	4,713	5,137	... 1969
7-8	433	4,809	5,242	... 1970
6-7	452	4,874	5,326	... 1971
5-6	456	4,986	5,442	... 1972
4-5	479	5,070	5,549	... 1973
3-4	481	5,172	5,653	... 1974
2-3	453	5,374	5,827	... 1975
1-2	481	5,384	5,829	... 1976
0-1	454	5,282	5,736	... 1977

[a] U.S. Census of Population: 1960. General Population Characteristics, Illinois. Final Report PC(1)--15B. Washington: U.S. Government Printing Office, 1961. Page 175; page 201.

The figures in the 2-county total column are probably minimal, since they make no allowance for new families moving into the 2-county area during this period.

A Formula for Estimating Junior College Enrollments

A highly useful rule-of-thumb for estimating junior college enrollments in Illinois communities was previously reported in connection with a junior college survey in Iroquois County, Illinois. In this study, the investigators sought to develop a formula for estimating junior college enrollments from high school enrollments in the same geographic area. The study concluded that junior college enrollments could best be estimated by multiplying high school enrollments by 16.4 per cent. This was an average figure, with local variations on either side, but it appeared to be as stable and useful an estimate as could be found.[3]

The 16.4 per cent formula was developed through studies of eleven communities in Illinois during the middle 1950's. Before applying the 16.4 per cent formula in Boone and Winnebago Counties, however, it seemed desirable to check more recent data in these same eleven communities as a test of the consistent usefulness of this formula. The most recent data available at the time of this writing are for the school year 1961-62, and data for that single school year were studied to obtain a direct percentage formula for 1961-62. The results, shown in Table 4, indicate a percentage formula of 16.3--a figure almost perfectly identical to the 16.4 figure obtained in the middle 1950's.

Present and Projected High School Enrollments in Boone and Winnebago Counties

Actual and expected enrollments in the public high schools of Boone and Winnebago Counties from 1960 to 1975 are shown in Table 5. The actual enrollments through 1963 and the projected enrollments through 1968 were supplied by the county superintendents. The projected enrollments from 1969 through 1975 were developed by the Population Committee responsible for this report.

It should be noted that the data in Table 5 apply to enrollments in public high schools only. There are several hundred additional high school students attending parochial schools in the two-county area. However, the projected data in Table 5 were developed only for public high schools in order to make these data directly comparable to the public high school data reported for other communities in Table 4.

The data in Table 5 show a total enrollment in public high schools growing from approximately 11,000 in 1960 to 15,000 in 1965, 18,000 in 1970, and 20,000 in 1975.

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[3] Citizens' Advisory Committee and the Inter-University Bureau Iroquois County Citizens' Survey of Community College Possibilities: A Study of the Iroquois County, Illinois, School Districts, April, 1961, p. 109.

Table 4

Full-Time High School Students and Full-Time Junior College Students in Eleven Illinois Communities, 1961-62

Community	High School Enrollment[a]	Junior College Enrollment[b]	Junior College Percentage[c]
Belleville	2,939	571	19.4
Centralia	1,324	333	25.2
Danville	1,509	236	15.6
Elgin	3,386	320	9.5
Joliet	3,728	1,257	33.7
LaSalle-Peru-Oglesby	1,581	382	24.2
Lyons	3,724	405	10.6
Moline	3,915	538	13.7
Morton	6,178	887	14.4
Mount Vernon	1,575	217	13.8
Thornton	5,759	659	11.4
Totals	35,618	5,805	16.3

[a] Directory, Illinois Schools, 1961-1962. Circular Series A., No. 144. Springfield: State of Illinois

[b] 1963 Junior College Directory. Washington: American Association of Junior Colleges, 1963.

[c] Computed by dividing junior college enrollment by high school enrollment.

Figure 6

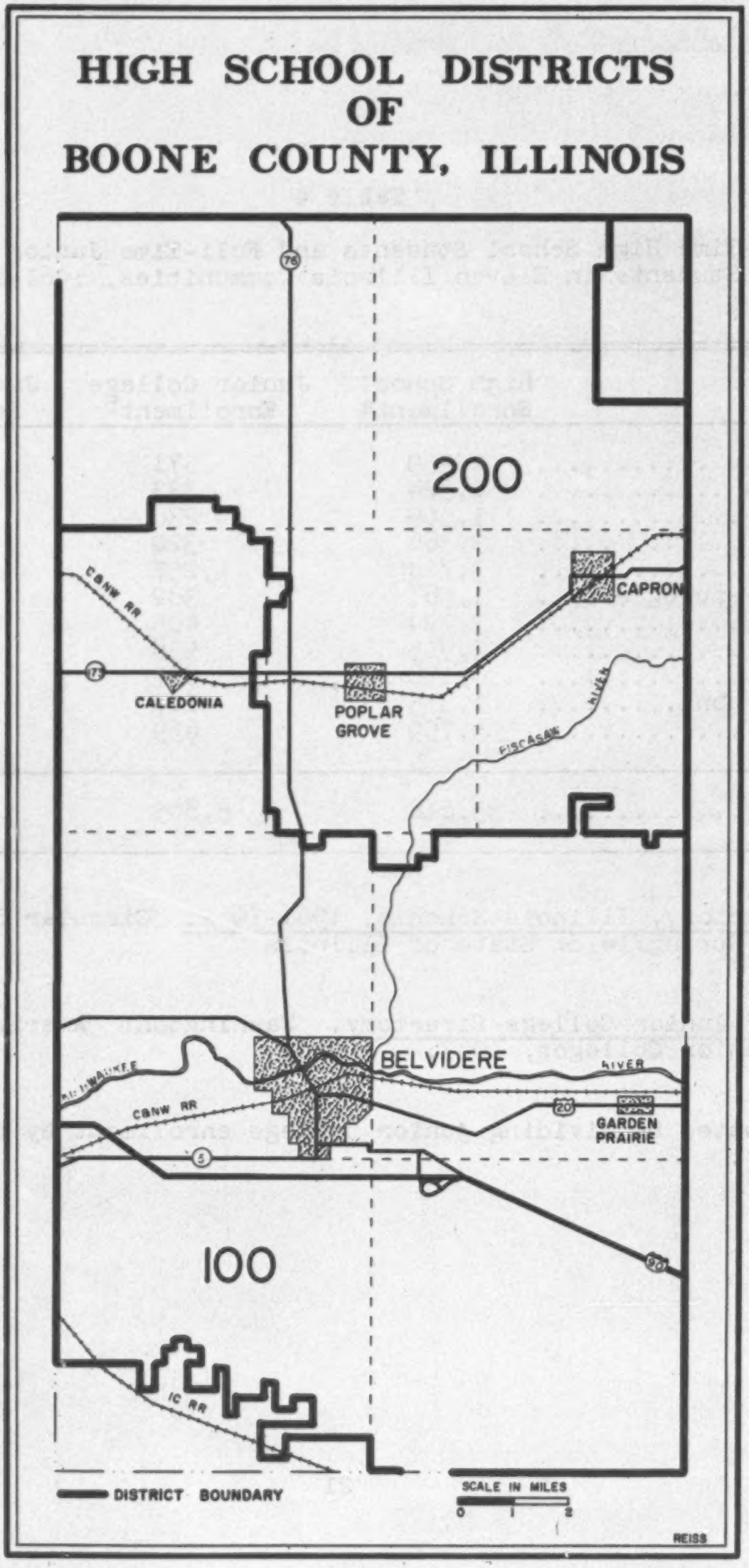
HIGH SCHOOL DISTRICTS
OF
BOONE COUNTY, ILLINOIS
200
100
CALEDONIA
POPLAR GROVE
CAPRON
BELVIDERE
GARDEN PRAIRIE
C&NW RR
IC RR
DISTRICT BOUNDARY
SCALE IN MILES
0 1 2
REISS

Table 5

Enrollments in Public High Schools in the Two-County Area, 1960-1975

School Year	Boone County	Winnebago County	Two-County Total
1960-61	911[a]	10,032[a]	10,943[a]
1961-62	1,009[a]	11,082[a]	12,091[a]
1962-63	1,104[a]	11,905[a]	13,009[a]
1963-64	1,170[a]	12,778[a]	13,948[a]
1964-65	1,200	13,400	14,600
1965-66	1,300[b]	13,900	15,200
1966-67	1,400	14,400	15,800
1967-68	1,500	14,900	16,400
1968-69	1,600	15,400	17,000
1969-70	1,700	15,800	17,500
1970-71	1,800	16,200	18,000
1971-72	1,900	16,500	18,400
1972-73	2,000	16,800	18,800
1973-74	2,100	17,100	19,200
1974-75	2,200	17,400	19,600
1975-76	2,300	17,700	20,000

[a] Figures from 1960-61 through 1963-64 are actual; figures after 1963-64 are projected.

[b] Figures for Boone County beginning 1965-66 include estimates for children of new workers in the Chrysler plant.

Projected Enrollments of Full Time Students in the Proposed Junior College

When the 16.4 per cent formula described earlier is applied to the expected high school enrollments through 1975, the results are as shown in Table 6. Table 6 also shows conservative estimates (from a 10 per cent projection formula) and liberal estimates (from a 20 per cent projection formula).

Any of the figures shown in Table 6 might, in fact, prove to be the case in Boone and Winnebago Counties. It can be noted in Table 4, for example, that the 10 per cent formula actually applied in such communities as Elgin and Lyons (LaGrange) and that the 20 per cent formula was actually exceeded in such communities as Centralia, Joliet, and LaSalle-Peru-Oglesby.

There are too many unknowns present to attempt further to estimate actual full-time enrollments in the proposed junior college. In the first place, a good deal depends on the drop-out rates in the high schools of the two counties. If drop-outs increase, there will be fewer high school graduates to enter the junior college; if drop-outs decrease, there will be more graduates who might be interested in the junior college program.

The location of the junior college would also have a considerable effect on the number of students who might want to attend. The quality of the college's instructional program--both real and by reputation--could affect the number of students who would attend. Such factors as parking space, laboratory facilities, and extracurricular attractions will also affect the decisions of individual students.

Summary

Despite the many unknowns encountered in the population study, certain conclusions can be reached from the data reported in this chapter:

1. The proposed junior college would serve a large population area. The actual two-county population of 230,000 in 1960 and the projected population of 300,000 in 1970 make this the largest population area in the State of Illinois that does not have ready access to a community-supported or state-supported institution of higher education. There would appear to be no population area in the State of Illinois in which there is a greater need for development of a junior college program.

2. Estimates show that, by 1970, some 6,200 young people will reach college age each year in Boone and Winnebago Counties.

3. If a junior college program is developed in this area, an enrollment between 1,800 and 3,600 full-time students is predicted by 1970, and an enrollment between 2,000 and 4,000 full-time students is

Figure 7

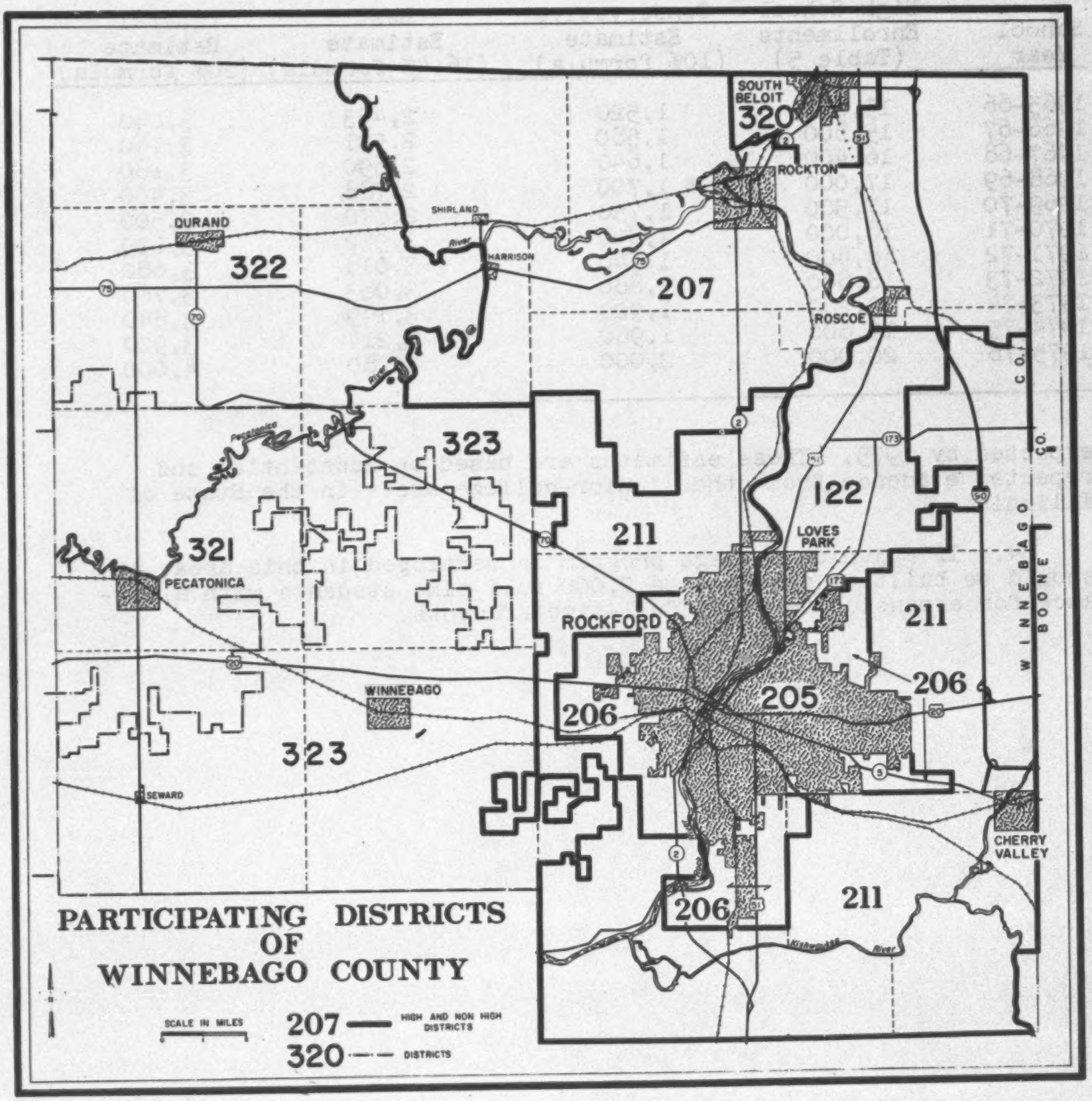
SOUTH BELOIT
320
ROCKTON
DURAND
SHIRLAND
HARRISON
322
207
ROSCOE
323
211
LOVES PARK
122
321
PECATONICA
ROCKFORD
211
WINNEBAGO
206
205
206
323
SEWARD
CHERRY VALLEY
206
211
WINNEBAGO
BOONE
PARTICIPATING DISTRICTS
OF
WINNEBAGO COUNTY
SCALE IN MILES
207 HIGH AND NON HIGH DISTRICTS
320 DISTRICTS

Table 6

Projected Enrollments of Full-Time Students in Boone-Winnebago Junior College

School Year	High School Enrollments (Table 5)	Conservative Estimate (10% formula)	Best Estimate (16.4% formula)	Liberal Estimate (20% formula)
1965-66	15,200	1,520	2,493	3,040
1966-67	15,800	1,580	2,591	3,160
1967-68	16,400	1,640	2,690	3,280
1968-69	17,000	1,700	2,788	3,400
1969-70	17,500	1,750	2,870	3,500
1970-71	18,000	1,800	2,952	3,600
1971-72	18,400	1,840	3,018	3,680
1972-73	18,800	1,880	3,083	3,760
1973-74	19,200	1,920	3,149	3,840
1974-75	19,600	1,960	3,214	3,920
1975-76	20,000	2,000	3,280	4,000

expected by 1975. These estimates are based on substantial and repeated evidence from other junior-college areas in the State of Illinois.

4. If a junior college program is developed in this area, it should be built to accommodate 2,000 full-time students with allowance for expansion to 4,000 full-time students.

CHAPTER III

A STUDY OF CITIZENS' ATTITUDES TOWARD A TWO-COUNTY JUNIOR COLLEGE

In the winter of 1963-64, an extensive series of interviews were planned to sample citizens' attitudes toward a junior college in the two-county area. The purposes of the interviews were to determine (a) citizen interest in the possibility of a junior college, and (b) citizen willingness to provide partial support for such a college through local taxes.

The Design of the Sample

To meet these purposes, it was necessary to interview a sample of adult citizens that would be highly representative of all adult citizens in the two-county area. Two facts led to the conclusion that the core of a representative sample could be drawn by a systematic sampling of residences listed in the four telephone books covering the four telephone areas of the two counties. The first fact was that there are very few "boarders" in the two-county area as compared with "households" or "family residences." In the 1960 Census Report, 99 per cent of the residents of Boone County were listed as living in "households" (20,175 householders vs. 151 non-householders), and 99 per cent of the residents of Winnebago County were listed as living in "households" (207,613 householders vs. 2,152 non-householders).[1] The second fact was that some 83 to 87 per cent of households in the two-county area are telephone subscribers--an estimate provided by the Illinois Bell Telephone Company in December 1963.

These facts made it clear that telephone books, providing detailed and randomized listing of about 85 per cent of households in the two-county area, would provide the best available source for drawing a representative sample of adult citizens. Accordingly, a systematic sampling of the residences listed in the telephone books was planned. (In the actual plan, the first residence and the last residence in each column of each phone book were selected for interview.)

A total of 766 interviews were conducted on the basis of this sampling plan from the area telephone books. Beyond this basic sampling project, plans were made to interview an additional 113 adult citizens who were not telephone subscribers. These interviews were conducted in both counties in areas where telephone coverage was limited--notably in multiple-dwelling housing units in low-income areas, in trailer camps, and in residential hotels including the YMCA

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[1] U.S. Census Bureau, General Population Characteristics, Illinois. Final Report PC(1)--15B. Washington: U.S. Government Printing Office, 1961. pp. 202, 209.

and YWCA. The actual numbers of interviews were therefore as follows:

	Number	Per Cent
From telephone-book sampling plan	766	87
From no-telephone residences.....	113	13
Totals.....	879	100

All interviews were conducted through use of a structured questionnaire. About 750 of the interviews were conducted at the home of the respondent, while some 125 were conducted over the telephone because of previous difficulties in finding the respondent at home. All interviews were completed during the six-week period from December 20, 1963 through January 31, 1964.

After all interviews had been completed, the questionnaires were turned over to an independent data-processing organization--Data Processing Consultants of Chicago. The questionnaire responses were punched into IBM cards, key-verified, and then transferred to magnetic tapes for analysis on a computer program.

Limitations of this Study

There are three limitations of this study that should be noted explicitly. First is the fact that this study involved about a 2 per cent sampling of households, and that there can occur sampling errors based on a small sample. The Standard Error of a Percentage for the entire group of 879 would be about 1.7 percentage points. This Standard Error increases to about 5 percentage points in studies of subgroups involving only 100 respondents. Second, there were some 120 householders who refused to grant an interview. If, as is likely, many of these people would be opposed to the junior college idea, the statistics in this chapter would err consistently in the direction of optimistic reports. Third, as indicated above, the study was conducted during the winter of 1963-64--at a time when many citizens had not heard about the junior college study. The views of many of these people may change in either direction as the junior college issue becomes more widely discussed.

The following reports must be considered with these three limitations in mind.

General Findings of the Study

Two critical questions were asked in each interview. The first, with its tabulation of response, was as follows:

> If a new junior college cost between $15 and $25 per year in taxes for a family with a $20,000 home, do you think you would be willing to vote for such a college here in Winnebago/ Boone County?

		Number	Per Cent
A	No, very unwilling.....	41	4.7
B	No, unwilling.....	97	11.0
C	I don't know.....	234	26.6
D	Yes, willing.....	425	48.4
E	Yes, very willing.....	82	9.3
	Totals.....	879	100.0

Thus, in this study, some 58 per cent of respondents indicated a willingness to support development of a junior college program. On the optimistic side, if one assumes that the "don't know" respondents would divide proportionately with those who are decided, there would be 78 per cent favorable. On the pessimistic side, if one assumes that all of the "don't know" respondents would vote "No," and that all 120 householders who refused interviews would vote "No," there would be only 51 per cent favorable.

In either case, however, this does not mean that a referendum would turn out favorably. For the second critical question--more penetrating in nature--yielded these findings:

Finally, what about other people in this area? Do you think they would be willing to vote for such a college?

		Number	Per Cent
A	No, very unwilling.....	28	3.3
B	No, unwilling.....	80	9.3
C	I don't know.....	499	58.2
D	Yes, willing.....	239	27.8
E	Yes, very willing.....	12	1.4
	Totals.....	858	100.0

This second question permits each respondent to answer as he thinks other people feel or as he himself may actually feel. In most studies of this type there are important differences in the answers to these two questions, and the present study was no exception. While the hard core of opposition responses remained almost the same (15.7 per cent on the first question and 12.6 per cent on the second question), the supportive responses dropped from 57.7 per cent on the first question to 29.2 per cent on the second question. When the question was posed on an impersonal basis, more than 50 per cent of those interviewed answered, "I don't know."

It appears from these data that there is a hard core of support for the junior college representing about 30 per cent of the citizens of the two counties and a hard core of opposition representing about 15 per cent. The remaining 55 per cent of citizens are either luke-warm or uncommitted; and this group will ultimately decide the fate of the junior college proposal.

Specific Findings of the Study

Table 7 summarizes several important characteristics of the interview group, and it also identifies major sources of support for a junior college program in the two-county area.

A--Total Sample: Of 879 citizens interviewed, 507 (or 58 per cent) indicated some degree of support for the junior college idea--as measured by the first critical question.

B--County: Eighty-six interviews were conducted in Boone County, and 793 were conducted in Winnebago County. The level of support was about the same in both counties.

C--Sex: Most of the interviews were conducted during daytime hours, and thus there were more women than men actually interviewed. However, there were no differences between the sexes in terms of support for the junior college idea.

D--Telephone Subscription: As mentioned earlier in this chapter, 766 interviews were drawn from area telephone books, and 113 were conducted in non-telephone residences. There was a significantly higher level of support in non-telephone residences--72 per cent favorable as against 56 per cent favorable in telephone residences.

E--Time Lived in Boone-Winnebago County: Those who have lived in the two-county area less than one year indicated much more support (78 per cent) than those who have lived in the two-county area 10 years or longer (54 per cent). It may be that new residents see needs more clearly or that older residents have different priorities for problems requiring solution.

F--Property Ownership: In this sample, 74 per cent were property owners and 26 per cent did not own property. There were no important differences between these two groups in level of support for the junior college idea.

G--Future Residence: In this sample, 81 per cent indicated an intention to remain in the two-county area--a figure that shows remarkable population stability. As expected, those who intend to remain in the area showed a slightly stronger level of support than those who are undecided about their future locations.

H--Voter Registration: In this sample, 80.5 per cent were registered to vote and 19.5 per cent were not. The level of support was about the same in both groups.

I--Age: Age groups 21-59 consistently showed more support than age groups 60-plus. Those in the higher age groups may be living on retirement incomes. Also, most of their children are probably past college age.

Table 7

Characteristics of the Citizens' Sample, and Specific Sources of Support for a Junior College Program

Characteristic of this Sample	Total Number	Support Number	Support Per Cent
A--Total Sample:	879	507	58
B--County:			
Boone County	86	47	55
Winnebago County	793	460	58
C--Sex:			
Male	287	165	57
Female	586	337	58
D--Telephone Subscription:			
Telephone	766	426	56
No Telephone	113	81	72
E--Time Lived in Boone/Winnebago County:			
Less than 1 Year	46	36	78
From 1 to 4 Years	68	40	60
From 5 to 9 Years	103	72	68
From 10 to 19 Years	160	85	52
20 or more Years	499	272	58
F--Property Ownership:			
Own Property in Boone/Winnebago County	646	369	57
Do not Own Property in Boone/ Winnebago County	230	138	60
G--Future Residence:			
Plan to Stay in Boone/Winnebago	708	420	59
Do not Plan to Stay	45	25	56
Don't Know	124	61	49
H--Voter Registration:			
Registered to Vote	706	403	57
Not Registered to Vote	171	103	60
I--Age:			
21 to 29	112	68	59
30 to 39	201	123	62
40 to 49	211	128	61
50 to 59	132	88	66
60 to 69	76	35	44
70 or more	37	12	32

Table 7--Continued

Characteristic of this Sample	Total Number	Support Number	Support Per Cent
J--Occupation:			
Unemployed	16	12	75
Professional	107	80	74
Tradesman	107	65	59
Farmer	46	26	57
Manufacturing	269	148	55
Retail Merchant	48	48	54
Retired	83	36	43
Pensioner	20	5	25
(Other Occupations)	168	101	60
K--Membership in Male Organizations:			
Service Organizations	94	69	73
Fraternal Organizations	174	108	62
Veterans Organizations	79	49	62
Business Organizations	95	58	61
Labor Organizations	138	71	51
Farm Organizations	50	25	50
(Other Organizations)	59	40	68
L--Female Employment:			
Female Is Employed	259	153	59
Female Is not Employed	585	341	58
M--Male Education:			
Elementary School Only	152	75	49
High School Only	399	233	58
Business/Technical College	58	40	69
Four-Year College	133	87	65
Graduate School	35	29	83
N--Female Education:			
Elementary School Only	117	44	38
High School Only	531	312	59
Business/Technical College	70	42	60
Four-Year College	112	87	78
Graduate School	11	8	73
O--Children in College Now:			
Have no Children	138	63	46
No Children in College Right Now	641	366	57
One Child in College Right Now	41	31	76
Two or More in College Right Now	10	8	80

Table 7--Continued

Characteristic of this Sample	Total Number	Support Number	Support Per Cent
P--Number of Children Living at Home:			
1 Child	135	83	61
2 Children	177	112	63
3 Children	129	87	67
4 Children	86	48	56
5 Children	26	17	65
6 or more Children	24	20	83
Q--Hopes for Children's Education:			
High School Education	102	47	46
Trade School Education	80	51	64
Junior College	56	42	75
4-Year College	493	319	65
R--Hopes for Children's College:			
Have no Children	138	63	46
Prefer my Children not Go to College	5	0	0
Prefer They Go to Junior College	287	204	71
Prefer They Go to Business College	107	63	59
Prefer They Go to 4-year College	203	123	61
(No Preference)	99	41	41
S--Personal Interest in Taking Course:			
Would Like to Take Courses	352	274	78
Would not Like to Take Courses	476	206	43
T--Courses the Adults Would Like to Take:			
Make up High School Deficiencies	27	21	78
Take General Adult Education Courses	121	92	76
Learn Technical Skills	28	27	96
Improve Technical Skills	95	70	74
Improve Cultural Skills	88	69	78
Take First Two Years of College	22	19	86

J--Occupation: In this sample, 16 respondents (2 per cent of the total) were unemployed, and the unemployed group indicated a significantly high level of support for the junior college. Professional groups also indicated a significantly high level of support. Those who are retired and those who are living on pensions indicated the least support. (This last finding is consistent with the findings on age in Section I.)

K--Membership in Male Organizations: Men who are members of service organizations indicated a significantly high level of support for the junior college idea. Within each male organization, at least 50 per cent of the membership indicated support.

L--Female Employment: In this sample, 31 per cent of the females were employed in work outside the home, and 69 per cent were not. There were no differences between these two groups in level of support for the junior college idea.

M--Male Education: In general, support varied directly with the amount of education of the male citizens. Significantly high support was indicated by those who had attended a four-year college (65 per cent favorable), a business or technical college (69 per cent favorable), or a graduate school (83 per cent favorable).

N--Female Education: As in the case of the male study (Section M), support varied directly with the amount of education of the female citizens. The greatest support (78 per cent favorable) was noted among women who had attended a four-year college.

O--Children in College Now: In this sample, 83 per cent of the adult citizens have children, while 17 per cent do not. Of those who have no children, only 46 per cent indicated support for the junior college idea. Of those who have children not in college right now, 57 per cent indicated support. Of those who have children in college right now, some 77 per cent indicated support for the junior college idea.

P--Number of Children Living at Home: Those with children living at home consistently showed good support for the junior college idea. There were no major trends in attitude related to the number of children, except that those with six or more children at home indicated a very high (83 per cent) level of support.

Q--Hopes for Children's Education: Among those who aspire only to a high school education for their children, only 46 per cent indicated support for the junior college idea. Among those who aspire to some advanced education for their children, some 66 per cent indicated support.

R--Hopes for Children's College: Of those who hope their children will go to college, 287 would prefer a junior college, 203 would prefer a 4-year college, and 107 would prefer a business college. Among those who would prefer a junior college for their children, 71 per cent indicated support for a junior college in the Boone-Winnebago area.

S--Hopes for Children's College Program: Of those who hope their children will go to college, 258 would prefer a 4-year professional course, 157 would prefer a liberal arts course, and 107 would prefer a pre-professional course. All three groups of parents indicated consistent support (at about the 67 per cent level) for the junior college idea.

T--Personal Interest in Taking Courses: In this sample, 42.5 per cent indicated that they themselves would like to take courses at a local junior college, and 57.5 per cent indicated that they would not. There was a 78 per cent level of support in the former group, contrasted with a 43 per cent level of support in the latter group.

U--Courses the Adults Would Like to Take: Among those who would like to take courses, the greatest demand was for general adult education courses (121 requests), advanced technical training (95 requests), and cultural-enrichment courses (88 requests). All groups indicating requests showed a very high level of support for the junior college idea. Exceptionally high levels of support were indicated by those who would like to learn technical skills (96 per cent support) and by those who would like to take the first two years of college (86 per cent support), although in absolute terms there were not many respondents expressing these two interests.

Summary

Six major conclusions can be drawn from the citizens survey reported in this chapter:

1. There is a hard core of support for the junior college representing about 30 per cent of the adult citizens in the two counties, and a hard core of opposition representing about 15 per cent. The remaining 55 per cent of citizens are either luke-warm or uncommitted; and this group will ultimately decide the fate of the junior college proposal.

2. An equivalent level of support was found in both Boone and Winnebago Counties.

3. There was significantly higher support among people who have no telephone; among those who are new in the two-county area; among those who intend to stay in the two-county area; among those who are members of service organizations; and among those who have six or more children. On the other hand, this study revealed no significant relations between support and such other factors as sex, property ownership, voter registration, or female employment.

4. Major sources of support were found in these groups:

--Those in the age group 21-59.
--Those who themselves had formal education beyond high school.
--Those who have children, and especially those who have children in college right now.

--Those who aspire to some college training for their children.
--Those who are unemployed and who would like technical training.
--Those who would like to take advanced technical training for themselves.
--Those who would like to take general education courses and/or cultural-enrichment courses for themselves.

5. Relatively poor support was found in these groups:

--Those in the age group 60 and above.
--Those who themselves had no formal education beyond high school.
--Those who do not have children.
--Those who aspire only to a high school education for their children.
--Those who are not interested in taking college courses themselves.

CHAPTER IV

BOONE AND WINNEBAGO COUNTY HIGH SCHOOL STUDENTS AND GRADUATES

The present educational status of high school students and graduates--their attitudes toward education and their future educational plans--are of primary concern to those attempting to create a curriculum design for an area community college. In an attempt to ascertain these factors as they exist in the Boone-Winnebago area, questionnaires were sent to a sampling of juniors and seniors presently enrolled in the high schools of the area and a sampling of the individuals who graduated from area high schools during the years 1961, 1962 and 1963. This chapter reports the findings of that investigation.

A Study of High School Students in Boone and Winnebago Counties

A twelve-item questionnaire was distributed among the junior and senior students enrolled in the high schools located in Boone and Winnebago Counties (eleven public and one parochial). The schools involved returned 2,673 usable questionnaires, 1,025 of which were returned by students in the high schools located outside of Rockford and 1,648 from Rockford high schools. As indicated in Table 8, 76.7 per cent of those students (81.6 per cent non-Rockford and 73.6 per cent Rockford) have lived in the Boone-Winnebago area for six years or longer. Eighteen per cent of the students had resided in the area six to ten years. The remainder (23.3 per cent) have lived in the area for five years or less. Slightly less than one-fourth of the students surveyed have lived in the area five years or less, indicating an increasing potential for community college enrollment.

Table 8

Length of Time High School Juniors and Seniors Have Lived in Their Present High School Districts

Time	Non-Rockford		Rockford		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Less than 1 year	37	3.6	61	3.8	98	3.8
1-2 years	36	3.5	133	8.9	169	6.5
3-5 years	116	11.3	225	14.2	341	13.1
6-10 years	166	16.2	305	19.2	471	18.0
Over 10 years	670	65.4	863	54.4	1533	58.7
Total	1025		1587		2612	

In all high school districts, the student enrollment was found to be predominantly in the college preparatory curricular sequences of the schools. Data presented in Tables 9 and 10 indicate present enrollment and intentions of seniors.

Table 9

Enrollment of Juniors and Seniors According to Curricular Areas

Area	Non-Rockford Number	Per Cent	Rockford Number	Per Cent	Total Number	Per Cent
Commercial or Secretarial	182	17.9	335	20.5	517	19.5
College Preparatory	382	37.6	806	49.4	1188	44.9
Shop/Technical	81	8.0	205	12.6	286	10.8
General	333	32.8	278	17.0	611	23.1
Agriculture	37	3.7	8	.5	45	1.7
Total	1015		1632		2647	

Table 10

Present Intentions of High School Juniors and Seniors Relative to College Attendance

Plan to Attend College	Non-Rockford Number	Per Cent	Rockford Number	Per Cent	Total Number	Per Cent
Yes	414	40.6	800	49.8	1214	46.2
No	230	26.5	350	21.8	620	23.6
Probably will attend	108	10.6	149	9.3	257	9.8
Probably will not attend	118	11.6	156	9.7	274	10.4
Do not know	110	10.8	150	9.3	260	9.9
Total	1020		1605		2625	

Table 11 makes a further analysis of the present intentions of the high school students through a study of their stated plans for the year immediately following their high school graduation.

Approximately 55 per cent stated that during the year immediately following their graduation from high school they plan to attend either a college (1,048 students), a business college (230 students), a

Table 11

Plans of Juniors and Seniors for the Year following their High School Graduation

Plan	Non-Rockford		Rockford		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Seek Employment	225	21.5	429	23.4	684	22.6
Housewife	96	8.1	111	6.1	207	6.8
Military Service	98	8.2	100	5.5	198	6.6
Work for Parent	26	2.2	122	6.7	148	4.9
College	372	31.3	676	36.9	1048	34.7
Business College	108	9.1	122	6.7	230	7.6
Trade/Technical School	110	9.3	152	8.3	262	8.7
Nursing School	46	3.9	87	4.7	133	4.4
Don't Know	61	5.1	35	1.9	96	3.2
Other	16	1.3	0	0	16	.5
Total	1188		1834		3022	

vocational/technical school (262 students), or a nursing school (133 students). These survey results tend to indicate a strong community college curricular potential. A slightly higher percentage of the Rockford high school students intend to go to college than do those in high schools outside of Rockford. Non-Rockford high school students show a broader interest in business or vocational/technical schools. A small percentage of the students involved in the survey have no definite plans for the year immediately following their graduation.

Table 12 lists, according to frequency, the occupational areas for which the students desire to prepare themselves. The table indicates that, if a community college is established in the Boone-Winnebago area, strong vocational/technical, business, and other occupational programs should be instituted along with a college parallel program. In other words, if the community college is to meet adequately the educational needs and desires expressed by the high school students of the community, it must be a comprehensive community college.

Table 12 also indicates that the primary demand would probably be in the college parallel curricular area closely followed by a demand for courses in the area of business education. The survey shows that, in the area of business education, secretarial (general, medical, and legal), general business, sales, accounting, and agri-business course sequences would probably be in high demand. In fields related to the vocational/technical areas of study, cosmetology, industrial technology (including tool and die), agriculture, drafting, electronics, automotive technology, and laboratory technology (medical and dental) show curricular potential. The table also indicates

Table 12

Rank Order of Desired Occupational Areas Expressed by Juniors and Seniors in High Schools of Boone and Winnebago Counties

Occupational Area	Non-Rockford Students	Rockford Students	Total Number	Total Per Cent
Teaching	129	269	398	14.9
Secretary (legal, medical, general)	92	127	219	8.2
Housewife	84	132	216	8.1
Engineer	51	110	161	6.0
Beautician	72	77	149	5.6
Nursing	50	60	110	4.1
Business, general	30	78	108	4.0
Industrial technical and/or machinist	21	82	103	3.9
Agriculture	58	10	68	2.5
Art/Decorating	14	46	60	2.2
Construction	12	42	54	2.0
Medicine	14	40	54	2.0
Armed Forces	23	25	48	1.8
Drafting	9	39	48	1.8
Sales	7	35	42	1.6
Electrical technology	18	21	39	1.5
Automotive technology	33	4	37	1.4
Accounting	15	21	36	1.3
Social work	5	31	36	1.3
Lawyer	11	23	34	1.3
Medical or laboratory technician	8	23	31	1.2
Airline stewardess	8	22	30	1.1
Performing arts	8	20	28	1.0
Factory labor	8	20	28	1.0
Science	15	11	26	1.0
Conservation	11	14	25	.9
Journalism/writing	11	13	24	.9
Ministry	8	16	24	.9
Data processing	9	15	24	.9
Psychology	6	17	23	.9
Architect	5	16	21	.8
Tool and die	6	14	20	.7
Dental technician	2	16	18	.7
Aviation	8	10	18	.7
Law enforcement	10	8	18	.7
Civil/foreign service	6	9	15	.6
Technician, general	9	4	13	.5
Dentist	1	12	13	.5
Pharmacy	2	10	12	.4
Trucker	8	3	11	.4
Professional sports	2	8	10	.4
Home economics	4	6	10	.4
Veteranarian	4	4	8	.3
Printing	2	6	8	.3
Other			82	3.1
Don't know			113	4.2
Total	914	1590	2673	

nursing and art (including commercial art and decorating) as being strong interest areas for post-high school education and training.

Of the students responding to the questionnaire, 34 per cent indicated that they "would not" or "probably would not" attend college or other post-high school educational institution after their graduation. Approximately 19 per cent of these students stated that the major reason for possible non-attendance is lack of adequate funds. Another 25 per cent indicate that poor high school grades would be the major deterrent, and nearly 23 per cent said that they wanted to go to work. A desire to marry immediately after graduation was expressed by 13 per cent of the students (mostly female). Other reasons given by these students were "tired of school" (9.2 per cent), "waste of time" (5.1 per cent), and "parents don't want me to" (1.4 per cent).

As indicated in Table 13, 49.8 per cent of the students not planning to attend college said they would not alter their plans even if their finances were adequate. Nearly 19 per cent indicated that they would change their plans if their finances were adequate, and 31.5 per cent said that perhaps they would. These findings tend to indicate that the administration of the proposed community college should keep the tuition and fees of the college as low as possible.

Table 13

Per Cent of High School Students Who Would Alter Their Plans if Finances Were Adequate

Would Alter Plans to Enter College	Non-Rockford Students Per Cent	Rockford Students Per Cent	Total Per Cent
Yes	19.6	17.9	18.7
No	47.4	51.6	49.8
Maybe	33.0	30.4	31.5

Of the juniors and seniors involved in the survey, 999 (39.1 per cent) said that they would attend a community college if one were located within 15-20 miles of their homes.

Table 14 shows that an additional 832 students (32.5 per cent) might attend under similar circumstances. A combination of these two categories indicates a potential of 71.6 per cent of the present high school juniors and seniors for community college attendance.

The college orientation of the parents of high school students is an important consideration in determining the future college attendance of students. A portion of the survey was therefore designed to determine the extent to which the parents of present high school students would encourage education or training beyond high school. One factor in the college orientation of parents is the highest educationa

Table 14

Probable Community College Attendance of High School Juniors and Seniors if a Community College Were Located within 15-20 Miles of their Homes

Possible Attendance	Non-Rockford		Rockford		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Yes	381	38.5	618	39.5	999	39.1
No	231	23.3	495	31.6	726	28.4
Maybe	379	38.2	453	28.9	832	32.5
Total	991		1566		2557	

level attained by them. As Table 15 indicates, approximately 37 per cent of the parents of the high school students did not graduate from high school themselves. Approximately 27 per cent of the fathers of non-Rockford high school students had an eighth grade education or less. The maximal educational level attained through high school tended to favor the mothers of the students. Rockford fathers had the highest percentage of college graduates. Approximately 8 per cent of the parents have attended college and 9.8 per cent are college graduates.

When asked their perception of parallel attitudes toward college attendance (Table 16), 65 per cent of the students said that their parents wanted them to go to college, and another 8.5 per cent stated that their parents would insist that they attend. Parents tended to be more insistent that their sons attend college than their daughters, and parents in Rockford tended to be more college oriented than those outside of Rockford. Only 2.5 per cent of the parents were perceived as not wishing their offspring to attend post-high school educational institutions.

A Study of High School Graduates in Boone and Winnebago Counties

A sample of the area's high school graduates for 1961, 1962, and 1963 was taken to obtain information pertinent to the study. Of the questionnaires returned by the graduates, 1,051 (407 non-Rockford and 644 Rockford) were usable. As indicated in Table 17, approximately 76 per cent of the high school graduates are still living in the area. Approximately 13 per cent have moved out of the state, and 11 per cent have moved out of the Boone-Winnebago area but are still living in Illinois. Of those high school graduates who no longer live within the geographical area involved in the study, 26.8 per cent of them moved within a year of their graduation, 1.7 per cent left within one to three years, and .8 per cent left after three years. Four per cent more non-Rockford graduates left the area than Rockford high school graduates.

Table 15

Highest Educational Level Attained by Parents of Present High School Juniors and Seniors

Educational Level	Mother						Father						Total	
	Non-Rockford		Rockford		Total		Non-Rockford		Rockford		Total			
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
8th Grade or less	120	12.5	189	12.1	309	12.2	255	27.5	261	16.8	516	20.8	825	16.5
Some High School	186	19.4	320	20.4	506	20.0	202	21.8	334	21.5	536	21.9	1042	20.8
High School Grade	441	46.0	678	43.6	1119	44.4	287	30.9	500	32.1	787	31.7	1906	38.1
Bus/ Trade School	81	8.4	114	7.3	195	7.7	43	4.6	106	6.8	149	6.0	344	6.9
Some College	61	6.4	125	7.9	186	7.4	73	7.9	137	8.8	210	8.5	396	7.9
College graduates	70	7.3	138	8.7	208	8.2	67	7.2	218	14.0	285	11.7	493	9.8
Total	959		1564		2523		927		1556		2483		5006	

Table 16

High School Students' Perception of their Parents' Attitudes Toward College Attendance

Parental Attitude	Male Students				Female Students				Total	
	Non-Rockford		Rockford		Non-Rockford		Rockford			
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Insist I attend	28	5.6	96	12.6	52	10.1	34	4.3	210	8.5
Want me to go	346	68.8	505	66.1	272	52.8	467	59.4	1590	64.6
Do not care	119	23.6	150	19.6	177	34.4	261	33.2	607	24.6
Do not want me to attend	8	1.6	10	1.3	12	2.3	19	2.4	49	2.0
Will not allow me to go	2	.4	3	.4	2	.4	5	.6	12	.5
Total	503		764		515		786		2468	

Table 17

Present Residence of High School Graduates

Residence	Non-Rockford Number	Non-Rockford Per Cent	Rockford Number	Rockford Per Cent	Total Number	Total Per Cent
Boone-Winnebago Counties	285	70.0	513	79.6	798	75.9
Illinois, but not in Boone-Winnebago Counties	53	13.0	64	10.0	117	11.1
Out-of State	69	17.0	67	10.4	136	13.0
Total	407		644		1051	

At the time that they completed high school, approximately 10 per cent of the graduates indicated that their parents insisted that they go on to college. Four per cent of their parents were neutral on the subject, 85 per cent of the parents wanted them to attend, and .8 per cent did not want them to go to college.

Table 18

Post-High School Education of High School Graduates

Type of Training	Non-Rockford Number	Non-Rockford Per Cent	Rockford Number	Rockford Per Cent	Total Number	Total Per Cent
On-the-job	89	21.4	113	16.9	202	18.6
Business college	23	5.5	13	1.9	36	3.3
Vocational/technical school	65	15.6	49	7.3	114	10.5
College or university	149	35.8	389	58.2	538	49.6
Adult education	8	1.9	16	2.4	24	2.2
Correspondence	10	2.4	3	.4	13	1.2
Military service school	21	5.0	18	2.6	39	3.6
None	51	12.3	67	10.0	118	10.9
Total	416		668		1084	

Table 18 indicates that approximately 50 per cent of the graduates sampled have attended a college or university since graduating from high school. Nearly 19 per cent of the graduates have received on-the-job training, 3 per cent have attended a business college, 10 per cent have attended a trade or technical school, and 11 per cent have received no education or training since their graduation from high school.

Graduates of high schools outside of Rockford exceeded Rockford high school graduates in the post-high school education categories of on-the-job training, business college, vocational/technical school, and correspondence. Rockford high school graduates showed a percentage superiority in college or university attendance and in adult education.

During the school term 1963-64, 63 per cent of the area graduates are in full time attendance at some post-high school institution; an additional 4 per cent are in part-time attendance. As Table 19 shows, 34 per cent of the graduates were not involved in any post-high school educational activity at the time of the survey.

Table 19

High School Graduates Attending Educational Institutions
During 1963-64 School Term

	Non-Rockford		Rockford		Total	
Attendance	Number	Per Cent	Number	Per Cent	Number	Per Cent
Full Time	209	53.7	434	67.5	643	63.3
Part Time	18	4.6	22	3.4	40	3.9
None	162	41.6	187	29.1	349	33.8
Total	389		643		1032	

Rockford high school graduates tended to be educationally more active than the non-Rockford graduates.

During the 1963-64 school term, approximately 49 per cent of the graduates now attending other schools are enrolled in Illinois colleges or universities. An additional 33 per cent are enrolled in colleges or universities outside the state. Business, vocational/technical, and nursing schools enroll 14 per cent of the high school graduates. This is shown in Table 20.

The University of Illinois and Northern Illinois University each enroll 25.4 per cent of the high school graduates, Illinois State University is attended by 10.1 per cent of the graduates, Rockford College has 7.2 per cent, and Western Illinois University enrolls 5.9 per cent. Approximately 3 per cent are attending in-state community colleges. A total of 26 in-state colleges and universities enroll area graduates. Out-of-state institutions most frequently mentioned

Table 20

Attendance of High School Graduates
at Educational Institutions
during 1963-64 School Term

Type of Institution	Non-Rockford		Rockford		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Illinois college or university	84	37.0	253	55.5	337	49.3
College or university outside Illinois	66	29.1	157	34.4	223	32.7
Business, vocational or nursing school	63	27.8	34	7.5	97	14.2
Military service school	14	6.1	12	2.6	26	3.8
Total	227		456		683	

are the University of Wisconsin, Platteville State College, Beloit College, Whitewater State College, and the State University of Iowa.

As has been previously stated, slightly over one-third of the high school graduates returning questionnaires were not in attendance at any educational or training institution during the 1963-64 school term. Inadequate finances was given as the major reason for non-attendance. This and other reasons are presented in Table 21.

Table 21

Graduates' Plans for Further Education

Reason for Non-attendance	Non-Rockford		Rockford		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Lack of time	12	7.4	12	6.8	24	7.1
Opportunity not available in area	11	6.8	16	9.1	27	8.0
Inadequate finances	53	32.9	75	42.6	128	37.9
Family responsibilities	23	14.3	10	5.7	33	9.8
Not interested	41	25.5	50	28.4	91	27.1
Post-high school education complete	13	8.1	3	1.7	16	4.8
Poor grades	8	4.9	10	5.7	18	5.3
Total	161		176		337	

Table 22 indicates the extent of interest of high school graduates in a comprehensive community college if one had been available within 15-20 miles of their homes at the time of their graduation.

Table 22

Graduates Who Would Have Attended
A Comprehensive Community College

Probable Attendance	Non-Rockford		Rockford		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Would not	115	31.6	286	50.3	401	43.0
Might have	180	49.5	179	31.4	359	38.5
Would have	69	18.9	104	18.3	173	18.5
Total	364		569		933	

Approximately 43 per cent of the graduates replied that they would not have attended, 18.5 per cent would have, and 38.5 per cent might have attended a college close to their homes. Fifty-seven per cent of the graduates were potential enrolees at the time of their graduation.

Of the total number of the high school graduates returning questionnaires, 36.5 per cent indicated that they desired further education. The ranking of desired areas of further training expressed by them is indicated in Table 23. The areas closely parallel those expressed by the present high school students of the two-county area.

Table 23

Rank Order of Areas of Further Training or Education
Desired by High School Graduates

Area	Number	Per Cent
College parallel or general education	97	25.3
Business, general	53	13.8
Secretarial practice	22	5.7
Cosmetology	22	5.7
Electrical technology	19	4.9
Pre-teaching	16	4.2
Technical, unspecified	14	3.6
Pre-engineering	13	3.4
Nursing	12	3.1
Industrial technology	12	3.1
Drafting	11	2.9
Mechanical technology	8	2.1

Table 23 (cont'd)

Area	Number	Per Cent
Medical/dental technology	8	2.1
Graduate work	12	3.1
Do not know	11	2.9
Others	61	14.2
Total	384	

The other areas of study desired were primarily art, data processing, home economics, automotive technology, science, and construction.

Finally, the graduates were asked to evaluate the post-high school educational opportunities of the Boone-Winnebago area at the time of their graduation. Approximately 52 per cent rated the opportunities as "fair," an "adequate" rating was submitted by 14.6 per cent, and approximately 33.5 per cent said "poor."

Adult Education Programs

Few adult education programs have been attempted or developed to any degree by high school districts in the Boone-Winnebago area outside of Rockford. The Rockford public school system, however, has developed an extensive program over a twelve-year period. Periodic offerings of agricultural related courses were noted in a few of the rural high schools, but enrollments are limited.

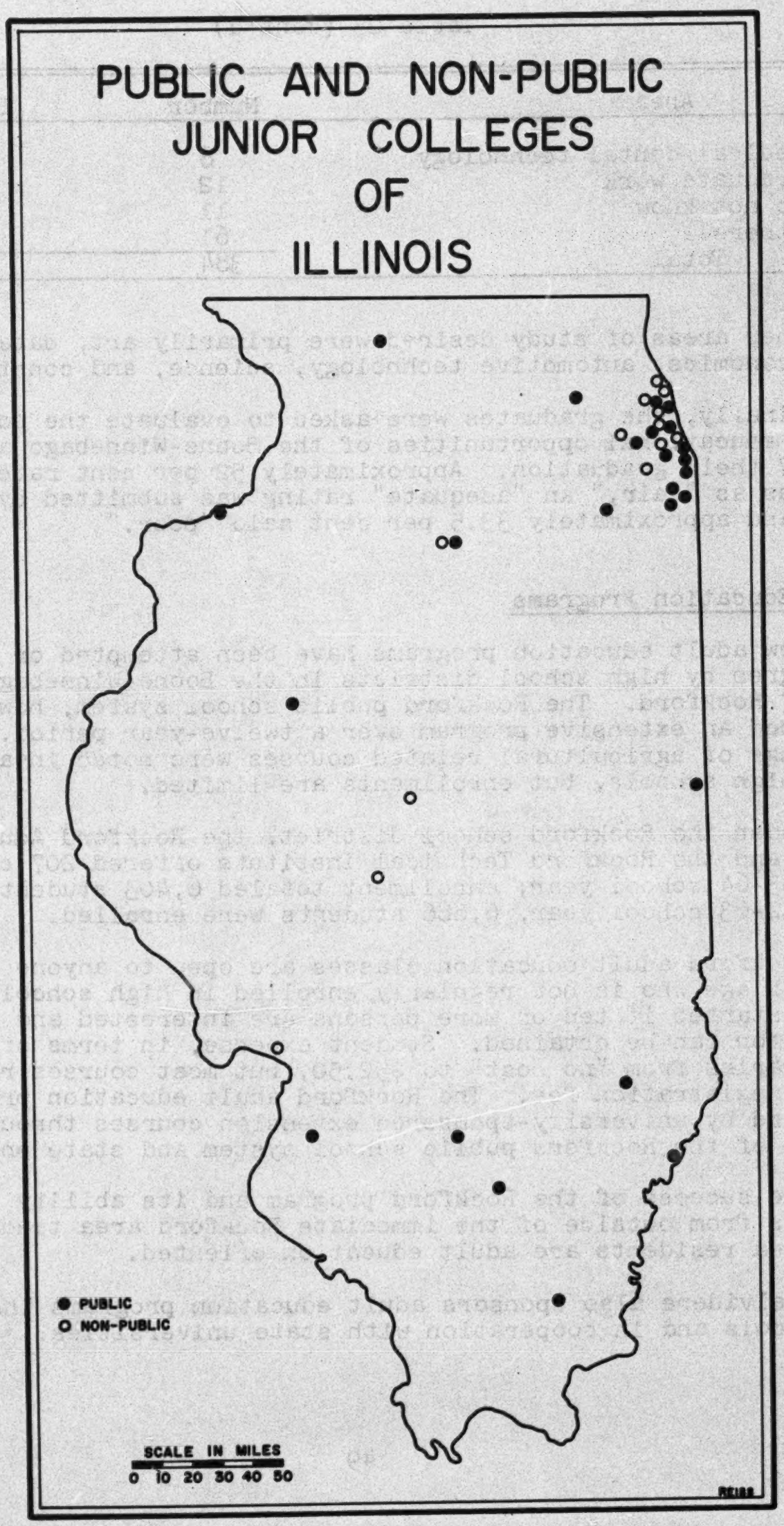
Under the Rockford school district, the Rockford Adult Evening School and the Rockford Technical Institute offered 207 courses during the 1963-64 school year; enrollment totaled 6,403 students. During the 1962-63 school year, 6,686 students were enrolled.

Rockford adult education classes are open to anyone over sixteen years of age who is not regularly enrolled in high school. Any class may be started if ten or more persons are interested and a qualified instructor can be obtained. Student expense, in terms of student fees, varies from "no cost" to $52.50, but most courses require a $15.00 registration fee. The Rockford adult education program is supplemented by university-sponsored extension courses through the cooperation of the Rockford public school system and state universities.

The success of the Rockford program and its ability to draw adult students from outside of the immediate Rockford area tends to indicate that area residents are adult education oriented.

Belvidere also sponsors adult education programs through the public schools and in cooperation with state universities.

Figure 8


PUBLIC AND NON-PUBLIC
JUNIOR COLLEGES
OF
ILLINOIS
PUBLIC
NON-PUBLIC
SCALE IN MILES
0 10 20 30 40 50
REISS

CHAPTER V

BUSINESS AND INDUSTRIAL SURVEY

The Boone-Winnebago County boundary lines encompass a truly remarkable area. The area contains the second largest city in Illinois --Rockford--and the increase in population in the two counties between 1950 and 1960 was 36 per cent. The estimated population in 1963 in Boone and Winnebago counties is 246,000. Over 50 per cent of the householders have an annual income in the $5,000 to $10,000 bracket; the income of the area's residents produces an annual buying power that is well over $540,000,000. The nearby cities of Beloit, DeKalb, Janesville, Monroe Center, Sterling, Rock Falls, and Woodstock add another $275 million buying power. Within a radius of 150 miles one of the richest and largest agriculture and industrial markets can be found.

Industry. Rockford, itself, is the industrial fastener capital of the nation and is one of the three largest machine tool manufacturing centers in the country. Products produced in this area can be found in nearly every home in continental United States, and many products have markets throughout the world. Even more impressive than its present state of industrial development, is its near-explosive growth. The cities of South Beloit, Belvidere, Rockford, and nearby areas have many excellent industrial sites, and these cities are actively soliciting new industries for the area. It is a known fact that industries prefer to locate where they are wanted. Belvidere, alone, this year will have a new $50 million Chrysler Motor Plant that will increase the number employed in industry in the two-county area by ten per cent. In this area, industry will need more and more workers.

Industrial Survey

A survey of the industries and business establishments of the area was made to determine (a) the specific skills or talents needed by various businesses in the two-county area, (b) the availability of new employees and their training, (c) the type of training programs in use in the various companies, (d) the type of training that could assist businesses with their training programs, (e) the areas of employment that would be available to junior college graduates, and (f) the quality of educational facilities presently available in the community.

Questionnaire distribution. The survey questionnaire was prepared by the members of the Industrial committee; each county school district had a representative on the committee. The questionnaires were sent to manufacturing and non-manufacturing businesses according to the following plan. The manufacturing mailing list was comprised of every third company in the South Beloit, Belvidere, and Rockford Chamber of Commerce directories. The non-manufacturing businesses

mailing list comprised every twentieth company listed in the yellow pages of the two major telephone companies. There were 180 questionnaires sent to manufacturers and 645 sent to non-manufacturing establishments. Twenty-five per cent of the questionnaires were returned from manufacturers, and thirteen per cent were returned from the other businesses. The percentage of returns might have been higher if self-addressed, stamped envelopes had been enclosed with the questionnaires or if personal contacts had been possible. However, the sample is adequate for the purpose desired as 11 per cent of the people employed in the area are represented in the returns. A copy of the questionnaire is shown in the Appendix.

After the returns were received, the data was transferred to IBM cards, and each company was classified into one of the following types:

Type of Company	Number of Questionnaires Returned	Number of Employees Represented
Manufacture--Companies which process, change, alter, fabricate, or assemble material to become a finished or more nearly finished product.	45	10,752
Sales--Companies which sell products either retail or wholesale and are not included elsewhere.	34	908
Sales and Service--Companies which sell products and have a large percentage of service or repair connected with these products (garages, service stations, appliance stores, etc.)	10	192
Professional--Individuals or organizations which give professional service (doctors, attorneys, etc.)	11	188
Agricultural Sales and Service	6	85
Contractors and Builders	7	133
Newspapers and Printers	4	50
Banks, Savings and Loan, and Finance companies	4	61
Recreation	1	45
Public service, Government, Utilities	5	754
Totals	127	13,168

As the results are evaluated, it becomes evident that the manufacturing industry is more interested in advanced training for its employees than is the non-manufacturing group of businesses. The latest figures that are available state that 117,183 people are employed in the two-county area,[1] and 43 per cent (50,432) are working in manufacturing. Sixty-five per cent of the returned questionnaires were from manufacturers; this represents 21 per cent of the people employed in manufacturing concerns.

The tabulation of the returns is presented as Table 24. From this table, it can be noted that 63 per cent of those employed are considered to be non-experienced personnel; of these, 45 per cent are high-school graduates, 45 per cent left high school before graduating, and 10 per cent have received training beyond the high school. It should be mentioned that some high-school students and college students are hired during the summer months; this might change these values slightly.

The table also reveals that 72 per cent of the employers felt that people with advanced training are scarce, 74 per cent of them stated that high-school graduates are in adequate supply, and 57 per cent felt that non high-school graduates are present in surplus numbers. Manufacturers gave higher figures in responding to each of the three questions. (See Figure 9).

Programs. With reference to training programs in business establishments, Table 24 indicates that 61 per cent of the companies have training programs; of these, 92 per cent are on-the-job-training programs, 33 per cent is orientation and apprenticeship, and 14 per cent make payment toward advanced training elsewhere.

When the response to the question dealing with post-high-school education is compared to the question dealing with existing training programs, it is seen that 30 per cent more companies would be interested in a training program. There are many fine educational programs, schools, and colleges in the immediate area; but they are not completely fulfilling the needs of the area. A number of employers indicated that they would like to see a supplemental plan developed.

In analyzing the type of training that would be desired by business and the kinds of programs that should be offered by a community college, reference should be made to the questionnaire (contained in the Appendix) and Table 25. There is a strong demand for bookkeeping and accounting, business management, drafting and blueprint reading, and secretarial practice; there is also a very strong demand for clerical practice, business machines, mathematics and advertising. Other needs can be noted by referring to the table.

Employment opportunities. When asked the areas of employment in which junior college graduates could be placed and whether they would

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[1]U. S. Bureau of the Census (quoted in booklet entitled "Remarkable Rockford").

Table 24

Survey of Personnel Needs of Selected Businesses in Boone and Winnebago Counties

Description of Item	Number	Number
Total Employees		13,168
New Employees Added in 1963		2,859
High school graduates	801	
Non-high school graduates	807	
Training beyond high school	185	
Training Programs now Offered by Firms Responding		78
Orientation	26	
On-the-job training	72	
Apprentice	26	
Tuition for advanced training	11	
Other	12	
Firms Stating that They Could Utilize Post-High School Training Programs of the College		101
Firms Stating that They Would Not Utilize Post-High School Training Programs of the College		26
Areas of Employment Open to Graduates of a Community College (as Indicated by Employers)		303
Engineering	38	
Sales	66	
Skilled workers	39	
Semi-professional workers	13	
Administrative	42	
Office	70	
Semi-skilled workers	22	
Other	13	

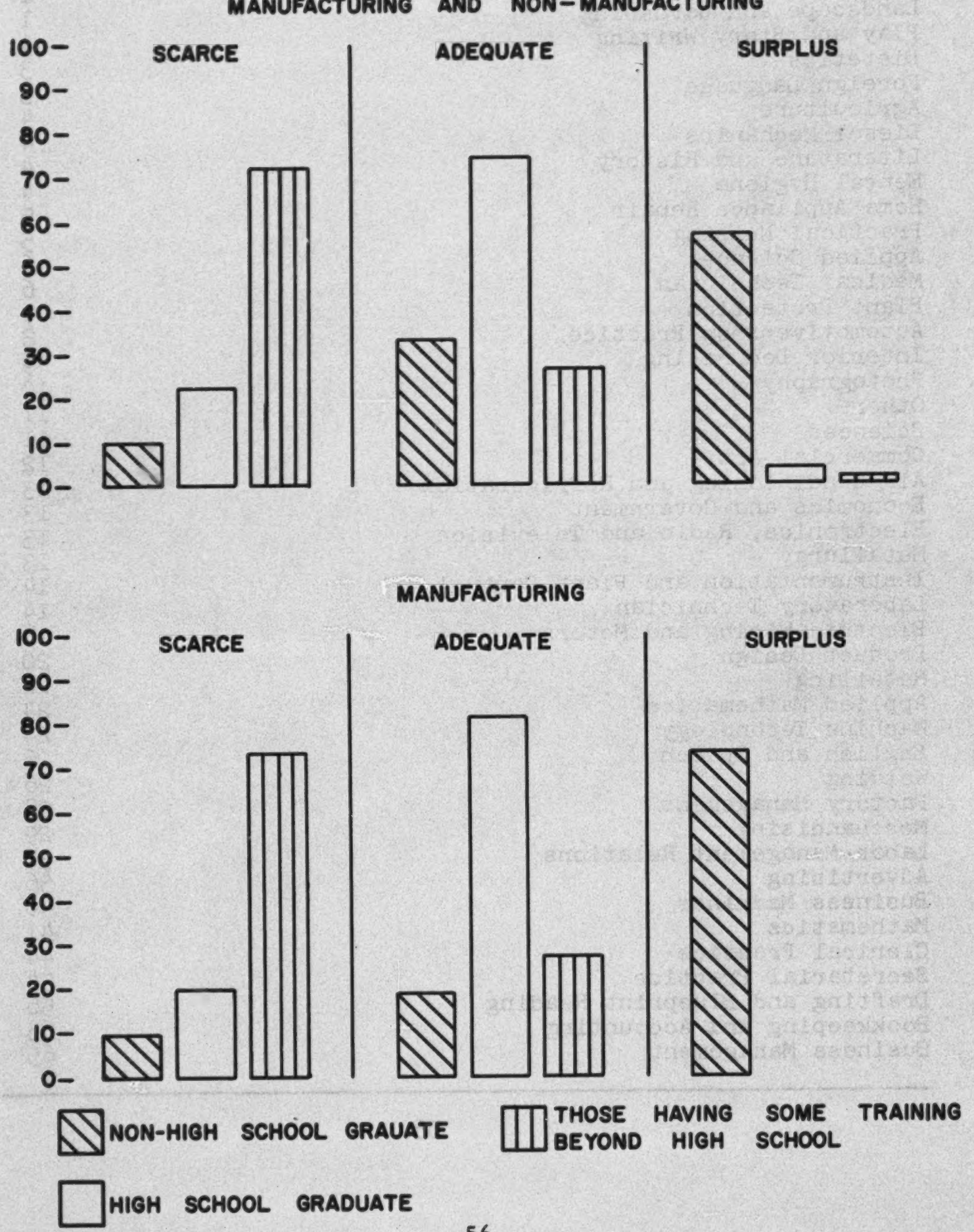
Table 25

Types of Training Suggested by Firms

Courses Suggested	Firms Indicating Interest
Music Appreciation	1
Landscape and Gardening	1
Play and Story Writing	1
Dietetics	3
Foreign Language	3
Agriculture	4
Diesel Mechanics	4
Literature and History	4
Mental Hygiene	4
Home Appliance Repair	5
Practical Nursing	5
Applied Science	6
Medical Technician	6
Plant Protection	7
Automotive Shop Practice	8
Interior Decorating	9
Photography	10
Other	11
Sciences	11
Commercial Art	12
Air Conditioning and Refrigeration	13
Economics and Government	13
Electronics, Radio and Television	13
Metallurgy	13
Instrumentation and Plant Control	14
Laboratory Technician	14
Electric Wiring and Motors	18
Product Design	20
Retailing	22
Applied Mathematics	24
Machine Technology	24
English and Speech	26
Welding	26
Factory Management	28
Merchandising	29
Labor-Management Relations	31
Advertising	36
Business Machines	40
Mathematics	41
Clerical Practice	44
Secretarial Practice	54
Drafting and Blueprint Reading	56
Bookkeeping and Accounting	65
Business Management	65

Figure 9

EMPLOYER ESTIMATIONS OF AVAILABILITY OF LABOR



employ graduates from a community college, 88 per cent of the companies stated that they would be interested in hiring junior-college graduates. Of those, 62 per cent expressed interest in office, 59 per cent in sales, 37 per cent in administrative, and 34 per cent in engineering trained personnel. Great interest was shown in skilled workers (35 per cent) and in semi-skilled workers (20 per cent).

Summary

The Boone-Winnebago counties area is a well developed agricultural, industrial, and commercial center. It is a dynamic locality which is rapidly expanding in population, products, and wealth. This expansion requires trained personnel immediately, and more workers will be needed in the future. The area possesses several good educational institutions and facilities, but these are not satisfying the needs of the youth and businesses completely. From the industrial survey, it would appear that instruction in a community college could and should be provided in the areas of drafting and blueprint reading, management, labor-management relations, advertising, humanities, mathematics, secretarial practice, clerical practice, business machines, merchandising, designing, machine technology, bookkeeping and accounting, welding, retailing, and electronics technology.

Tremendous potential exists for graduates of high schools and community colleges in the two-county area, but additional educational opportunities should be provided for high school graduates and employees of industrial concerns.

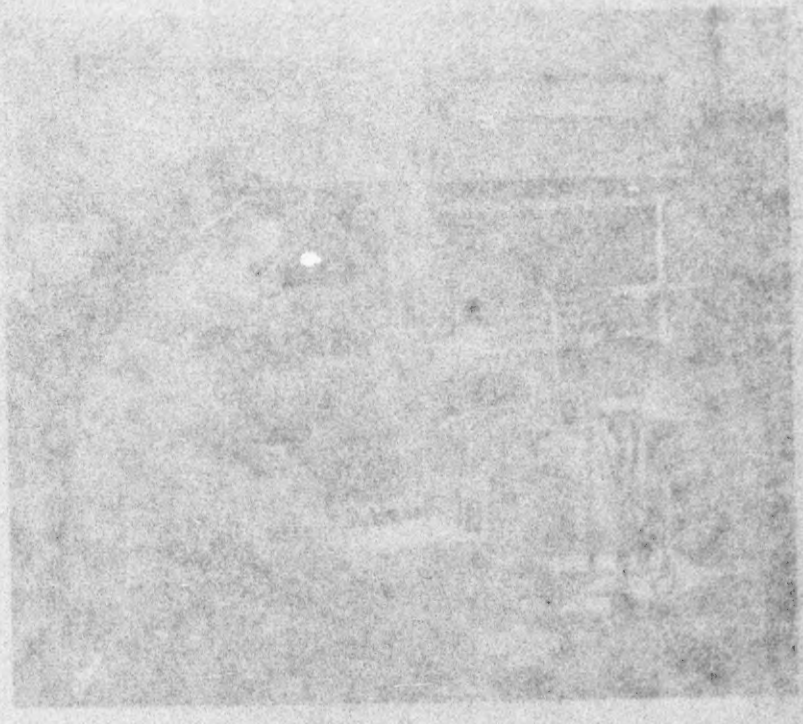
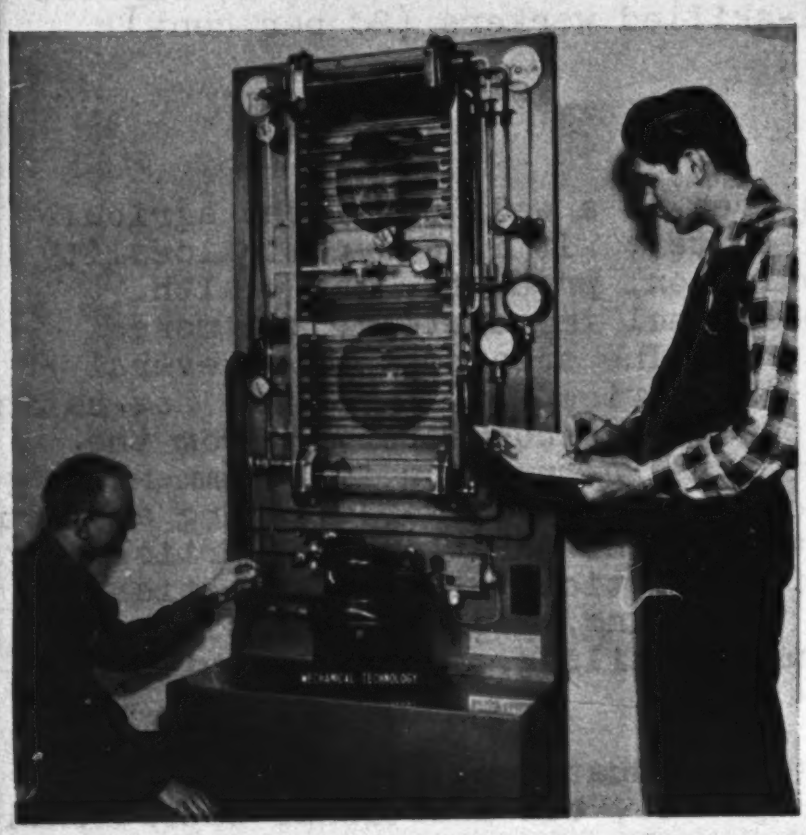
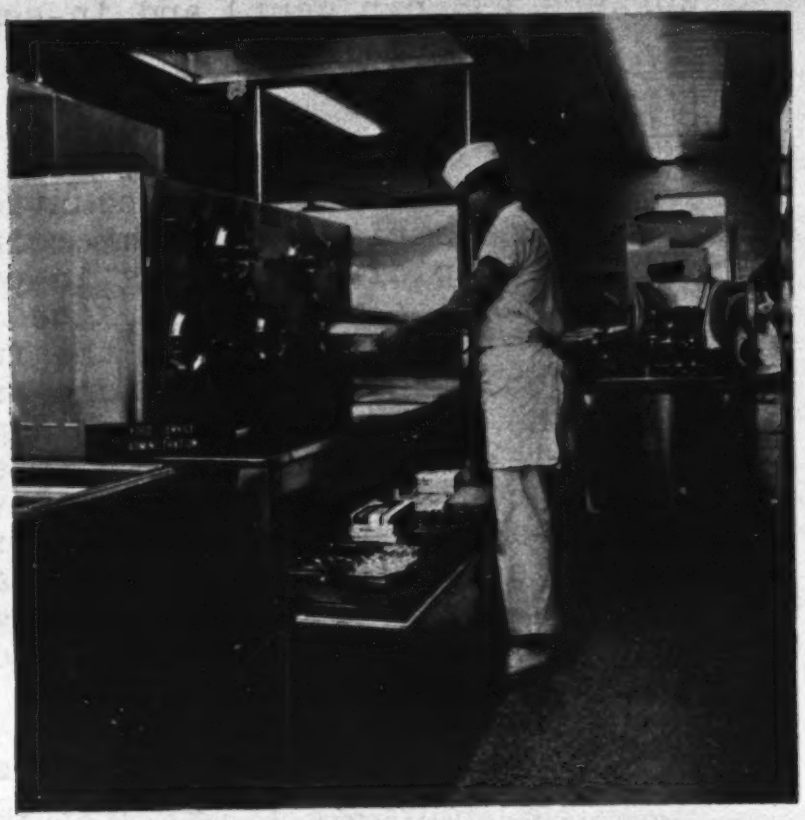


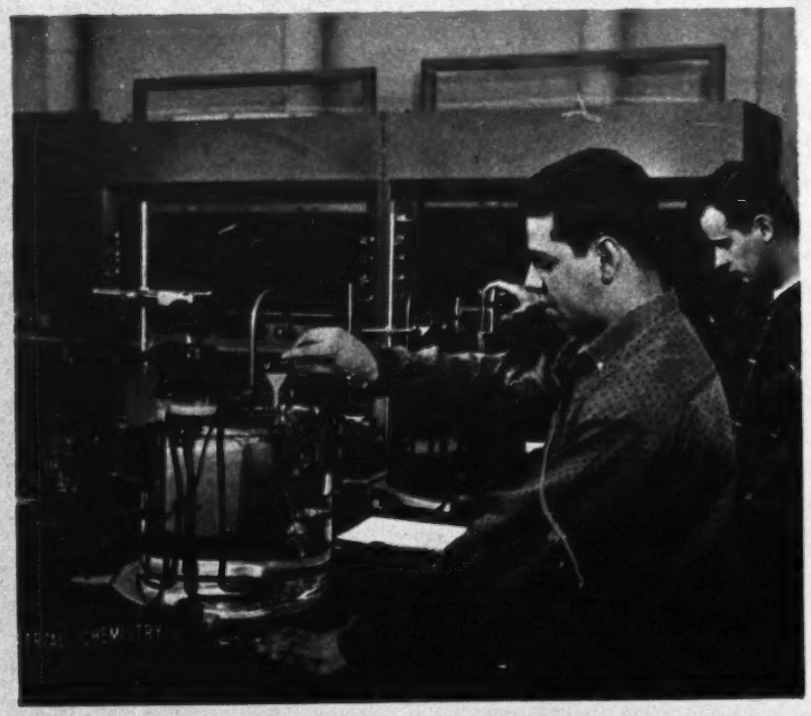
Figure 10



Mechanical Technology
Test Data on Refrigeration Equipment



Food Service Administration
Cafeteria Kitchen — Pressure Cooking



Chemical Technology
Viscosity Test — Physical Chemistry

Electrical Technology
Performance Test — Electrical Power

CHAPTER VI

THE EDUCATIONAL PROGRAM

The function of any public educational institution is to meet the educational needs of the community and state in which it exists. The term "educational needs" as it is used in this report refers not only to personal, occupational, and cultural goals of individuals living in the community, but also to the educational requirements of local commerce and industry. In the Boone-Winnebago area, the proposed community college should serve these purposes.

The means through which an educational institution carries out its function is through the school's curriculum. On the basis of information derived from surveys of the Boone-Winnebago area, it is recommended that the proposed community college initiate a program involving the following curricular areas:

a. A two-year college parallel program
b. Vocational and technical programs (terminal)
c. An adult education program
d. A deficiency program for non-high-school graduates

Although these recommended curricular areas appear to represent separate sequences of study, it is anticipated that there will be some overlap in individual courses making up these programs. That is, some individual courses may not be unique to any one curricular area.

Minimum curricular requirements should be established for those two-year programs leading to an associate degree, whether that degree be in the arts, business or the technical fields. These minimums should relate to the credit hours in general education courses common to all curricular sequences and to the credit hour requirements for a major field of concentration. The curriculum committee suggests the following minimum requirements for the completion of those two years leading to an associate degree:

Curriculum	Hours
Communications	6
American Institutions	6
Mathematics and Science	6
Behavioral Science	3
Health and Physical Education	4
Major Field of Study	20-30
Electives to Total	64

The Communications area should include English composition and speech. The American Institutions area includes American history, American government (state and local) and/or American government (national). The requirements in English, mathematics, science, and

behavioral science should be allowed to vary according to the student's major area of study, i.e. business English, technical report writing, shop mathematics, business and industrial phychology, etc.; similar courses should be allowed to fulfill this requirement if the student is enrolled in vocational or technical programs.

It is also recommended that the institution promote a school guidance program adequate to meet the needs of the students enrolled in the college. This program should include the services of guidance counsellors and a guidance oriented teaching staff. The curricular success of any school is dependent to a large extent on the efficiency of the institution's guidance program.

College Parallel Program

The college parallel program should be designed to meet the needs of those students preparing to transfer to four-year colleges and universities. Inasmuch as the survey indicated that area residents who went to college after graduation from high school enrolled in approximately 26 in-state colleges and universities and numerous out-of-state institutions, a single college-parallel program designed to meet the needs of all of these students is not feasible. However, the community college should institute a basic sequence of courses which could be transferred to four-year institutions. This basic sequence should be supplemented by an elective program of courses normally taught in the first two years of four-year institutions. School guidance authorities should acquaint themselves with the lower division requirements of the schools to which students intend to transfer and design programs to meet the individual needs of the students involved.

Sample college-parallel programs for some of the institutions most frequently mentioned by area high school graduates follow. They are based upon the 1963-64 requirements of the institutions and indicate the type of programs that can be drawn up for any four-year college or university to which the student wishes to transfer.

Transfer Program (Illinois State University)

Subject	Credit Hours
College English	6
Literature, elective	3
Speech	3
Art, Music or Foreign language	3
European History	4
U. S. History	3
American Government	3
Social studies elective	3
Science, elective	9
General Psychology	3
Physical Education	4
Hygiene	2
Electives to Total	64

Transfer Program (Northern Illinois University)

Subject	Credit Hours
Communication	11
Art, Literature, Foreign Language or Philosophy	11
Natural Science and Mathematics (including Health)	13-14
Social Studies, elective	6
American Institutions	6
Physical Education	4
Electives to Total	64

Transfer Program (Beloit College)

Subject	Credit Hours
Speech	3
Behavioral Sciences	6
Art or Music	3
Humanities	6
Freshman English	6
Foreign Language	up to 14
Mathematics and Science	11
American Institutions	6
Physical Education	4
Electives to Total	64

Transfer Program (Whitewater State College)

Subject	Credit Hours
English (Including Literature)	12
Mathematics	3
Science	10
History, elective	3
Earth Science	3
Music or Art	2
Speech	2
Economics	3
American Institutions	6
Physical Education	2
Electives to Total	64

Transfer Program (Rockford College)

Subject	Credit Hours
College English	6
Literature	6
Speech	3
Western Civilization	6

Foreign Language	4-16
Science	10
Mathematics	3
American Institutions	6
Philosophy	3
Electives to Total	64

Transfer Program (Platteville State College)

Subject	Credit Hours
Freshman English	6
Speech	2
Mathematics	3
General Psychology	3
Science	9
American Institutions	6
Social Studies, elective	3
Physical Education (must include swimming)	2
Electives to Total	64

It is suggested that a minimal college parallel elective program should include:

American Government, National
American Government, State and Local
Art Survey
Biology
Botany
Business Law
Calculus
Child Psychology
College Algebra
Computor Programming
Creative Writing
English Composition (6 hours)
Foreign Language (minimum of 12-16 Hours in 2 to 3 languages)
General Chemistry
Geography of Illinois
Geology
History of the Americas
Human Anatomy
Hygiene
Intermediate Algebra
Introduction to Business
Introductory Psychology
Introductory Sociology
Journalism
Marriage and Family
Math Analysis
Music Survey
Pan-Pacific History
Physiology
Principles of Accounting
Principles of Conservation
Principles of Economics
Quantitative Analysis
Survey of American Literature
Survey of European History
Survey of Physical Geography
Survey of Physical Science
Survey of World Literature
Trigonometry
World Civilization
World Regional Geography
Zoology

The proposed minimal elective program should be expanded or enriched if it is found that the instructional staff of the proposed community college has the ability to do so. It is suggested that, in this expansion and enrichment, the staff should not confine its efforts to traditional courses; rather, they should examine recent approaches to subject matter and to new areas of study.

Using the minimum requirements in general education, the proposed elective program, and college level courses available in the terminal programs, community college authorities could design transfer sequences to fit the individual needs of transfer students. The success of these programs, once again, depends upon the ability of guidance personnel to determine what specific courses are transferable to specific four-year institutions or individual colleges within four-year institutions.

Terminal Programs

Technical or vocational courses are designed to help the student achieve his occupational goals and to provide local industry and commerce with manpower trained in the skills considered essential for community business enterprises. The proposed community college should institute broad programs of this type. The surveys (citizens, students, graduates, and industrial) indicated that major interests and needs exist for course offerings in the areas of business, nursing, cosmetology, agri-business, electrical technology, industrial technology, art, drafting, and automotive technology. Many of these individuals who have had some formal training in their fields of interest suggested that advanced and beginning terminal programs be offered.

Business Education Programs. Beginning programs in the general area of business should be designed for those individuals who have had no previous formal instruction or experience in business education. The advanced terminal business programs should be designed for those students who have had high school offerings in the field or who have had experience.

The following types of business or commercial course sequences are suggested for the immediate consideration of the school administration:

Secretarial (General)

Subjects	Credit Hours
Communications[1]	6
American Institutions	6
Business Mathematics	3
Science or Mathematics, elective	3
Behavioral Science	3
Health and Physical Education	4
Typing	6
Shorthand	6
Office Machines	3
Transcriptions and Dictation	3
Introduction to Business	3
Accounting	3
Cooperative Business Practice[2]	3
Business Law	3
Electives to Total	64
	63

Secretarial (Medical or Dental)

Subjects	Credit Hours
Communications[1]	6
American Institutions	6
Behavioral Science	3
Health and Physical Education	4
Typing	6
Shorthand	6
Business Mathematics	3
Accounting	3
Cooperative Secretarial Practice	3
Biology	3
Anatomy	3
Medical and Dental Terminology	2
Transcription and Dictation	3
Medical and Dental Reports	2
Elementary Laboratory Techniques	3
Electives to Total	64

Secretarial (Legal)

Subjects	Credit Hours
Communications[1]	6
American Institutions	6
Behavioral Science	3
Health and Physical Education	4
Science or Mathematics, elective	3
Business Mathematics	3
Accounting	3
Typing	6
Shorthand	6
Business Law	3
Cooperative Secretarial Practice	3
Legal Secretarial Procedures	3
Transcription and Dictation	3
Electives to Total	64

Accounting

Subjects	Credit Hours
Communications	6
American Institutions	6
Mathematics or Science	3
Behavioral Science	3
Health or Physical Education	4

[1]Including Business English

[2]On-the-job training

Principles of Accounting	12
Business Mathematics	3
Business Data Processing	3
Business Law	3
Economics	3
Cost Accounting	3
Tax Accounting	3
Auditing	3
Accounting Machine Practices	3
Business Statistics	3
Electives to Total	64

Business Management

Subjects	Credit Hours
Communications	6
American Institutions	6
Behavioral Science	3
Mathematics or Science	3
Health and Physical Education	4
Principles of Accounting	3
Business Mathematics	3
Introduction to Business	3
Typing	2-3
Accounting for Small Business	3
Principles of Finance	3
Principles of Marketing	3
Small Business Management	3
Personnel Management	3
Business Statistics	3
Report Writing	2
Business Law	3
Principles of Economics	3
Electives to Total	64

Merchandising

Subjects	Credit Hours
Communications	6
American Institutions	6
Mathematics or Science	3
Behavioral Science	3
Health and Physical Education	4
Principles of Selling	3
Principles of Marketing	3
Business Mathematics	3
Introduction to Business	3
Fundamentals of Advertising	3
Retail Merchandising	3
Principles of Finance	3
Personal Income Tax	2
Marketing Problems	2
Retail Buying	3

Introductory Accounting	3
Small Business Management	3
Accounting for Small Business	3
Business Law	3
Electives to Total	64

A rapidly expanding field of study that requires a knowledge of both agriculture and business is that of agri-business. It has attracted increasing numbers of individuals who have a basic interest in agriculture, but who are confronted with a declining job market in the field of agricultural production. Recognizing the interest of the agricultural community surrounding Rockford, it is suggested that a two-year sequence of courses in agri-business be offered at the proposed community college.

Agri-business

Subjects	Credit Hours
Communications	6
Health and Physical Education	4
American Institutions	6
Principles of Finance	3
Behavioral Science	3
Agricultural Chemistry	4
Business Mathematics	3
Field Crops	3
Forage Crops	3
Agricultural Entomology	3
Soil Science	3
Principles of Accounting	6
Principles of Selling	3
Farm Machinery	3
Farm Management and Production	6
Agricultural Pest Control	3
Electives to Total	64

Technical Education. The curricular recommendations in the technical fields are based upon the expressed interests of residents of the area and the needs of business and industry. Although the curricular recommendations are made in terms of two-year sequences leading to an associate degree, it is suggested that the administration of the proposed community college design one-year or short-course programs in some of the areas of study to meet the needs of those students who do not desire to enroll in the complete degree programs.

Automotive Technology

Subjects	Credit Hours
American Institutions	6
Communications	6
Behavioral Science	3
Health and Physical Education	4

Industrial Mathematics	6
Industrial Chemistry	4
Hand Tool Processes	3
Industrial Materials	3
Drafting	6
Internal Combustion Engines	3
Automotive Electricity	3
Carburetor, Fuel Systems	2
Auto-Ignition Systems	2
Auto-Transmissions	2
Engine Testing	3
Chassis Units	2
Electives to Total	64

Industrial Technology

Subjects	Credit Hours
American Institutions	6
Communications	3
Business and Industrial Psychology	3
Health and Physical Education	4
Elementary Mechanical Principles	3
Elementary Heat Engineering	3
AC-DC Theory	3
AC-DC Machines	3
Industrial Materials and Processes	6
Applied Mechanics	3
Industrial Mathematics	6
Technical Report Writing	3
Blueprint Reading	2
Industrial Drafting and Design	9
Electives to Total	64

Electronics Technology

Subjects	Credit Hours
American Institutions	6
Business and Industrial Psychology	3
Health and Physical Education	4
Fundamentals of Electronics	3
Industrial Mathematics	6
Technical Report Writing	3
Electronic Circuits	3
AC-DC Theory	3
Electronic Measurement and Testing	3
Communication Electronics	3
TV Fundamentals	3
Pulse Circuit Theory	3
Transistor Theory	3
Basic Computor Circuits or Radar Fundamentals	3
Electives to Total	64

Industrial Drafting

Subjects	Credit Hours
American Institutions	6
Communications	3
Technical Report Writing	3
Business and Industrial Psychology	3
Health and Physical Education	4
Graphic Measurements	2
Industrial Mathematics	6
Industrial Drafting and Design	9
Electrical Circuits and Machines	4
Industrial Materials	3
Elementary Mechanical Principles	3
Electronic and Electrical Circuit Drafting	2
Electric Circuits and Machines	3
Structural Drafting	2
Architectural Geometry	3
Electives to Total	64

Medical Services. Technical sequences in the medical area are suggested for consideration of the administration of the proposed community college. Other areas could also be added if there is sufficient demand for them.

Dental Assistant

Subjects	Credit Hours
American Institutions	6
Communications	3
Behavioral Science	3
Business English	3
Human Anatomy	3
Dental Anatomy	3
Dental Materials	4
Dental Office Practice	3-9
Dental Prosthetics	4
Roentgenology	4
Medical and Dental Terminology	2
Dental Clinical Practice	5
Nutrition	3
Typing	3
Electives to Total	64

X-Ray Technician

Subjects	Credit Hours
American Institutions	6
Communications	6
Behavioral Science	3
Health and Physical Education	4

Biology	6
Elementary Chemistry	6
Intermediate Algebra	3
Typing	3
Human Anatomy	3
Human Physiology	5
General Physics	8
Beginning Photography	3
Roentgenology	4
Clinical Experience	4

Nursing Education. The area survey indicated a need for consideration of nursing as a field of study. It is suggested that a program of this type be undertaken after the community college is relatively assured of its potential success, but the survey indicated that the potential enrollment in the nursing area should be more than adequate.

An increasing number of community colleges, with the aid of local medical authorities and institutions, are offering nursing curriculums. In some institutions, the curriculum is designed for two school years. In others, the curriculum is extended for two academic years plus two summer sessions. The latter program is recommended. The State of Illinois has recently received a large grant from the Kellogg Foundation to encourage nursing education in the community colleges of the state. The administration of the proposed community college should look into the provisions of that grant.

A nursing sequence for future consideration, is outlined below:

Nursing Curriculum

Subjects	Credit Hours	
American Institutions	6	
Communication	6	
Behavioral Science	3	
Mathematics	3	
Health and Physical Education	4	
Nursing as a Profession	3	
Trends in Nursing	3	Regular
Biology	3	School
Anatomy	3	Term
Physiology	3	
Bacteriology	3	
Maternal and Child Nursing	7	
Neuropsychiatric Nursing	7	
Sociology	3	
Child Development	3	
Other electives to Total	64	
Nursing Practicum	6	First summer (6 weeks)
Nursing Practicum	6	Second summer (6 weeks)

Home Management. The Home Management major is suggested for those individuals who desire to prepare themselves to become better housewives or those who are considering eventual study in home economics.

Home Management

Subjects	Credit Hours
American Institutions	6
Communication	6
Science and Mathematics	6
Health and Physical Education	4
Child Psychology	3
Home Finance and Budget (including household insurance)	3
Marriage and Family	3
Consumer Problems	3
American Public Education	3
Clothing Selection and Construction	6
Home Decoration	2
Food Preparation	6
Elementary Nutrition	3
Other electives to Total	64

Cosmetology. Survey returns from both the present high school juniors and seniors of the Boone-Winnebago County area as well as the graduates of the high schools involved indicate that there exists a strong potential enrollment for a curriculum in cosmetology or beautician training.

Cosmetology

Subjects	Credit Hours
American Institutions	6
Communications	6
Science or Mathematics	6
Business and Industrial Psychology	3
Cosmetology Theory	12
Beauty Salon Practice	28
Principles of Salesmanship	3

Advertising Design and Commercial Art. It is suggested that a commercial art sequence of courses be instituted at the proposed community college to supplement the art courses taken by those individuals who desire to transfer to four-year colleges and universities. A study of four-year college catalogs, however, indicates that most of the courses in the proposed terminal sequence will be transferable.

Advertising Design and Commercial Art

Subjects	Credit Hours
American Institutions	6

Communications	6
Science or mathematics	6
Behavioral Science	3
Health and Physical Education	4
Basic Design	2
Advanced Design	3
Basic Drawing	2
Figure Drawing	4
Lettering and Layout Design	3
Graphic Arts	3
Art History	3
Three Dimensional Design	3
Figure Drawing and Composition	2
Advertising and Commercial Art	6
Illustration and Painting	2
Elementary Photography	3
Electives to Total	64

General Education

The general education program of the community college involves all of the previously mentioned programs and offerings of the institution that are basically cultural in nature. The course should be made available on a credit or non-credit basis depending upon the nature of the course. Many community colleges offer a terminal course sequence in general education for those students who are interested in cultural courses but who do not intend to go on to a four-year institution. The following terminal program in general education is offered as an example of the type of program under discussion in this section.

General Education (Terminal)

Subjects	Credit Hours
American Institutions	6
Communications	6
Science and Mathematics	6
Behavioral Science	3
Health and Physical Education	4
Fine Arts, elective	6
Other electives to Total	64

Adult Education

The community college is a natural unit for programs in adult education. In a large number of these institutions, particularly those institutions that are publicly supported, a great deal of attention is given to courses of study for persons beyond the usual college age. These courses, available during normal school hours and at night on a credit or non-credit basis, are designed to meet the needs of the adult population of the community.

The adult may wish to improve his occupational knowledge and proficiency, to improve his general cultural level, to overcome academic deficiencies that prevented him from graduating from high school, or to work toward a community college degree or certificate. Community college personnel, along with their community advisors, should constantly study opportunities to meet the educational needs of the adults of the community.

An adult education program, known as an extended day program in some community colleges, goes beyond course offerings. Musical events, dramatic presentations, special lectures, university extension services, business workshops and other educational activities should be considered a part of the institution's adult education program. The community college contributes not only to the cultural life of the student, but also to the community as well.

In the Boone-Winnebago area, with the exception of the Rockford district, limited effort has been made in the area of adult education. The 1963-64 adult-education enrollment of 6,403 students in the program sponsored by the Rockford school district indicates the interest of area residents in programs of this type. It is recommended, therefore, that the proposed community college institute a broad adult-education program. It is also recommended that the institution consult with the administration of the Rockford public schools to insure cooperative effort in behalf of the program into the rural areas of Boone and Winnebago Counties.

The committee also suggests that the administration of the community college attach credit to as many of the adult-education offerings as is academically feasible. Many non-credit courses now being offered in community colleges are considered as credit courses in four-year institutions. This suggestion is made to help the college secure financial aid available to junior colleges by the State of Illinois.

Extra-Curricular Activities

The proposed community college should institute a student-activities program to supplement regular classroom experiences. An adequate curriculum involves an extra-curricular program designed to meet the needs and interests of the student that are not met in the formal classroom situation. It is recommended that this program include student government, intra-mural and interscholastic athletics, drama, journalism, music and student clubs. The curriculum committee felt that a strong music program and athletic program (excluding football) would contribute to strong student identification with the proposed institution.

It is suggested that the extra-curricular program be undertaken with caution, keeping in mind the ability of existing facilities and staff to handle the program and the contributions that the various activities involved will make to the total school curriculum.

Work Experience

It is recommended that the college staff investigate the opportunities for work experience that exist within the area. Properly supervised work experience should become an integral part of the community college offerings in terminal technical and vocational programs.

Instructional Staff

The full-time teaching staff of the proposed community college should be teaching and student-oriented rather than research and writing-oriented. The school administration should attempt to build a teaching staff that would be recognized as master teachers in their subject matter areas and should seek out those individuals who qualify for the Illinois Junior College Teaching Certificate.

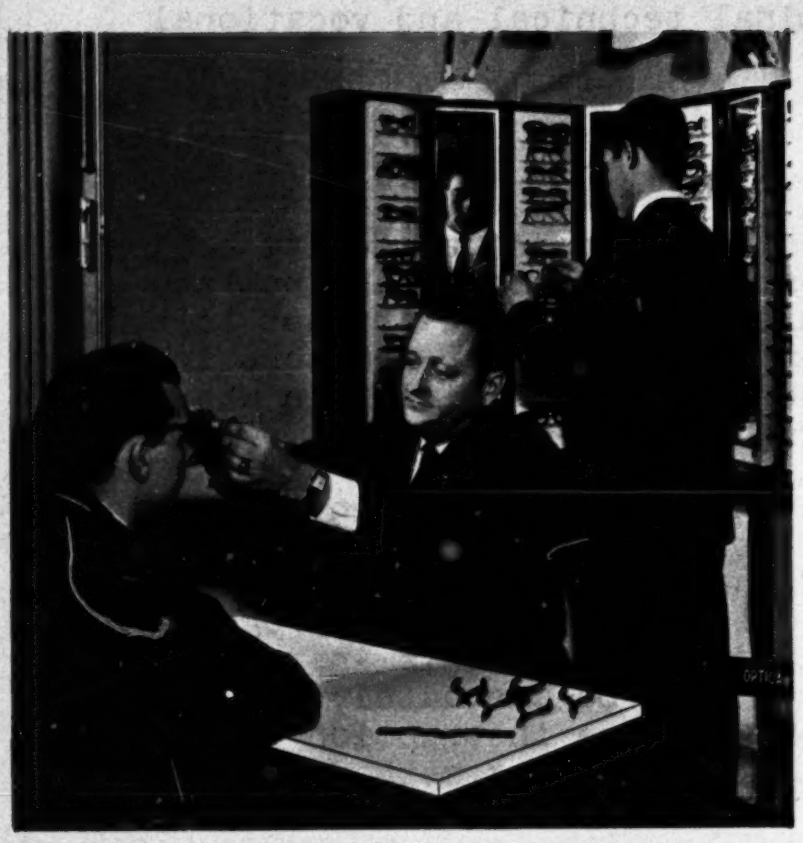
Local businessmen, technicians and professional men and women could be used to supplement the full-time staff. Many times the community is an excellent source of informed individuals who are willing to take part in community college instructional programs. It is recommended that the school take advantage of this instructional source. However, these individuals should be adequately prepared for these teaching assignments through in-service instruction on the function of the community college and in teaching methods.

Summary

The educational program of the proposed college has been outlined in considerable detail in this chapter. The curriculum suggested includes college-preparatory offerings, vocational and technical programs, adult education, and remedial offerings. Programs shown also illustrate procedures for transferring credit to six four-year institutions.

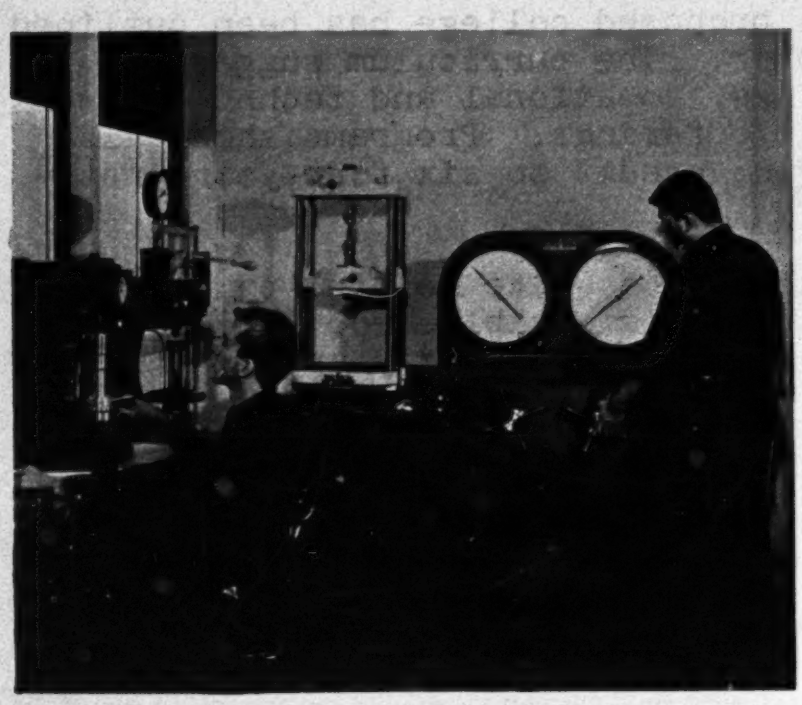
Suggestions contained herein should be quite helpful to the college administration if a new institution is established. Several guides are shown, but other additions will undoubtedly appear in the offerings of the school. Citizen advisory boards, industrial commissions, and outside groups will also influence the curriculum of the college, and it will become an outstanding comprehensive junior college.

Figure 11

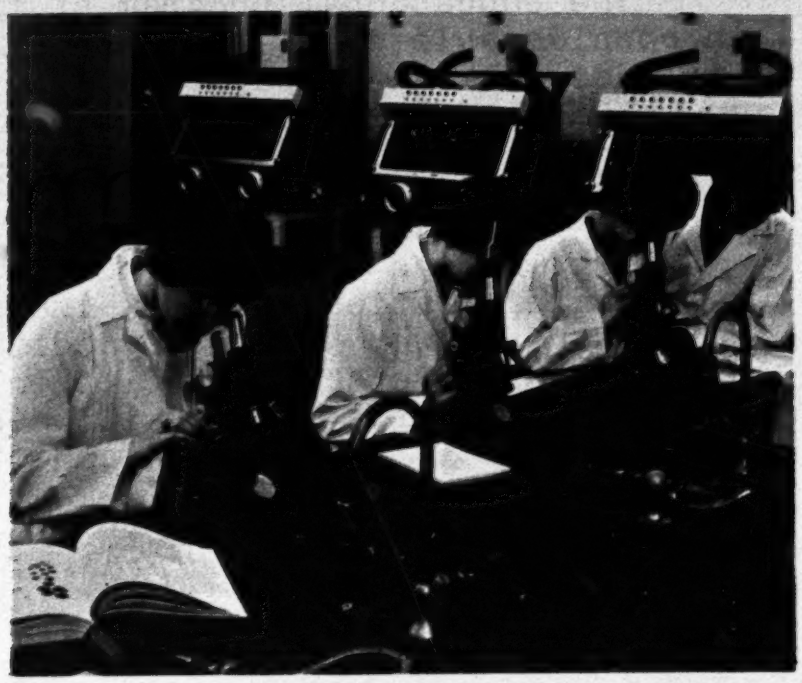


Ophthalmic Dispensing
Taking Facial Measurements in Dispensing

Medical Office Assistant
Taking Blood Pressure



Metallurgical Technology
Tensile Testing



Medical Laboratory Technology
Use of Microscopes

CHAPTER VII

BUILDINGS AND SITES

Upon the determination that a community junior college be established and a curriculum prescribed, it is most important to select the proper site and provide adequate buildings. The importance of site, buildings, and proper equipment cannot be overemphasized, since these are the "tools" which will stimulate learning and facilitate the educative processes.

It was not the purpose o this committee to select a site or a building; instead, the Committee on Buildings and Sites assumed the following responsibilities:

1. To survey the areas in Winnebago and Boone Counties which in their opinions are best suited for locating a community junior college.

2. To locate a number of sites and buildings within the area and to determine availability and approximate cost.

3. To recommend a long-range master building and expansion plan including an estimate of costs of site, new building construction, remodeling of existing structures, and cost of future expansion. These recommendations were influenced to a great extent by the findings of the Population, Curriculum, and Finance committees.

4. To summarize the findings of the Building and Sites committee with general recommendations as to the most logical course to be followed by the junior college board if and when such a board is constituted.

In approaching the problem of buildings and sites, the committee studied reports made by other survey teams on junior colleges, visited numerous junior colleges in northern Illinois and conferred with deans, presidents, and other authorities affiliated with junior colleges.

The committee sought recommendations of architects, studied maps of the area (including existing and proposed roads), conferred with officials of the Rockford Board of Education and Rockford College, and considered leasing or purchase of properties in the urban and rural areas of Winnebago and Boone Counties.

Visitations and Consultations

Visits were made to Blackhawk Junior College, Bloom Community College, Freeport Junior College, Rockford College (downtown campus), Rockford Public Schools, and Thornton Junior College, and consultations were held with their administrative officials. The officials of these

institutions were most cooperative and gave their whole-hearted support to the idea of the establishment of a community junior college in the Winnebago-Boone County area. They discussed many of their own problems and thereby were in position to provide the committee with some valuable advice. Important conclusions from these visitations are:

1. Conducting a junior college in conjunction with a high school facility is not the ideal approach to the problem of higher education at this level.

2. Adequate classroom space and parking facilities often present a major problem.

3. None of the institutions visited had available to them a campus such as exists at Rockford College (downtown campus). Several administrative officials of the institutions visited remarked, "We wish we had Rockford College available to us."

Size, Site, and Cost Requirements

The committee studied reports of the Population, Curriculum, and Finance committees as they became available. Thinking was directed toward a site which would accommodate 1,200 full-time students the first year and 2,000 full-time students the second year, with expansion to 3,000-4,000 full-time students in five years. Figures from authorities throughout the United States indicate that a campus of 100-150 acres could take care of the initial enrollment and that within 6-7 years a campus of 300 acres might be required. However, due to the possibility of erecting multiple-story buildings in the downtown area of Rockford, the possibility of Rockford College (downtown campus) as a future site was not disregarded, particularly since expansion in the downtown area is possible. It was pointed out that schools in Chicago such as Roosevelt University, Northwestern University, DePaul University, and Loyola University all educate thousands of students in downtown areas through the use of multiple-story buildings. Also, it was pointed out by members of the committee that expansion to a future rural site for a second campus is entirely within the realm of possibility in the greater Rockford metropolitan area.

From architects, the committee learned that 130 square feet per student for classroom space and 350 square feet per student for parking is desirable. A minimum of $16 to $20 per square foot is needed for new construction. Land values as of January, 1964 in the Winnebago-Boone County areas ranged from $400-$2,500 per acre.

Locations Considered

Buildings and sites considered by the committee as possible locations of community colleges are listed as follows:

1. Rockford College (downtown campus).

2. Leasing of business property in downtown Rockford.

3. Areas adjacent to Auburn High School and Wilson Junior High School west of the City of Rockford, assuming that some of the existing facilities might be used.

4. An 18-room masonry home located on 290 acres south of Rockford, accessible to main highways, at an estimated cost of $275,000.

5. Commercial buildings such as the National Sewing Machine Company Plant in Belvidere and Hess Brothers Department Store in Rockford.

6. St. Thomas High School in Rockford.

7. Machesney Airport in Rockford.

8. Properties in the vicinity of Guilford High School east of Rockford.

9. Farm property in the Belvidere area, particularly northwest of Belvidere in Boone County.

Areas marked on the attached map (Figure 12) indicate the areas which were given consideration for a possible community junior college campus to serve the Winnebago-Boone County area.

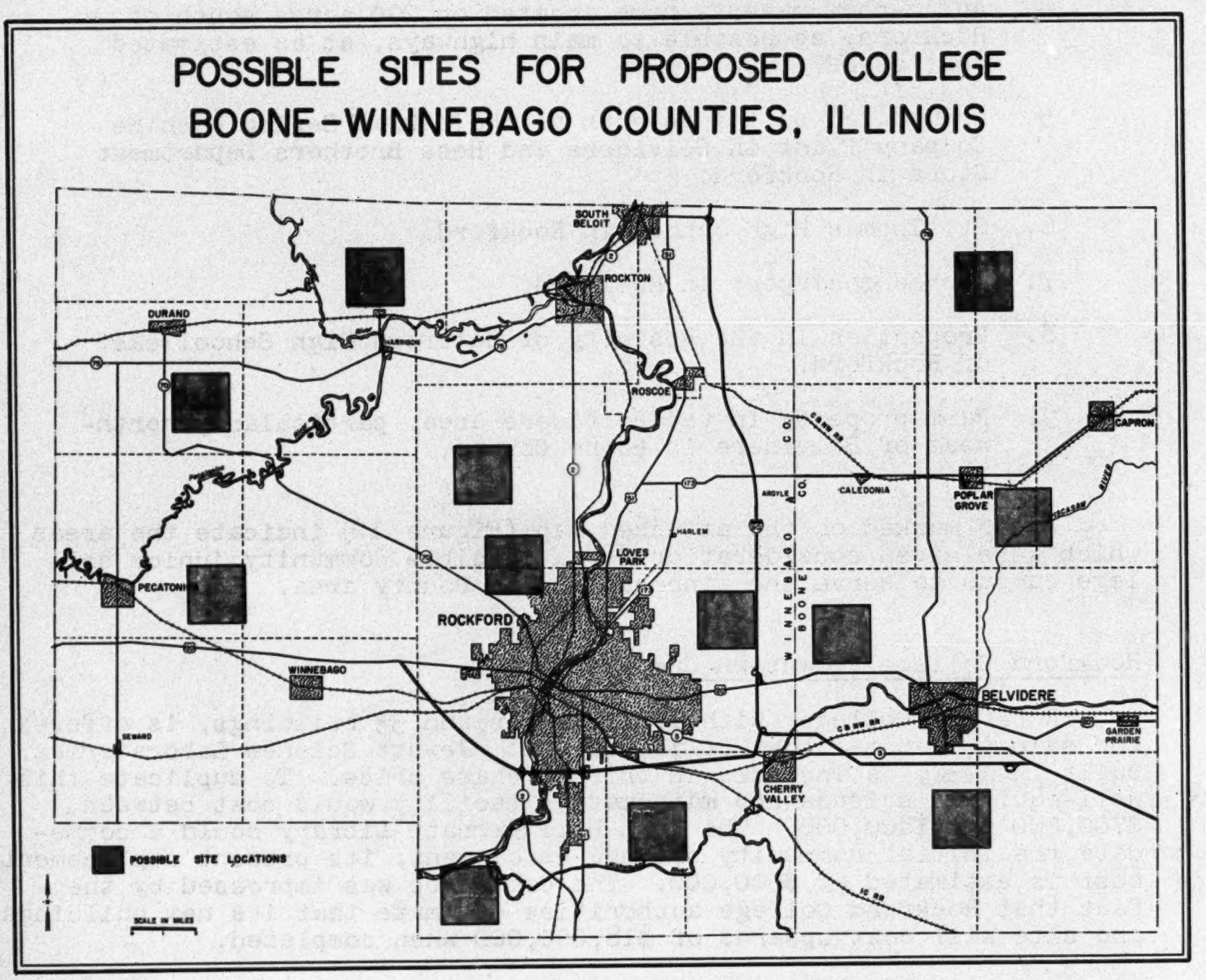
Rockford College (Downtown Campus)

Rockford College, with its 16 acres and 33 buildings, is offered for sale at a total cost of $1,500,000. Jewett Science Laboratories, built in 1950, is included in this purchase price. To duplicate this well-equipped science and mathematics facility would cost between $700,000 and $800,000. The John Hall Sherratt Library could accommodate the initial community college enrollment; its present replacement cost is estimated at $500,000. The committee was impressed by the fact that Rockford College authorities estimate that its new buildings and site will cost upwards of $18,000,000 when completed.

Accessibility. Two minutes from downtown Rockford, it affords local students easy and frequent public bus transportation. It is no more than thirty minutes from the outlying areas of Winnebago and Boone Counties. It is served by main thoroughfares--College Avenue and Seminary Street. In the city-county planning, the Route 20 By-Pass, the Whitman Street Bridge with its extension to School Street, and Kilburn Avenue will provide easy access from all points--North, South, East and West.

According to the report of the Population committee the geographic center of the two-county area is at the West end of the town of Harlem in East-central Winnebago County. The population center of the two-county area is in the Eastern sector of Rockford. Public railroad and

Figure 12


POSSIBLE SITES FOR PROPOSED COLLEGE
BOONE-WINNEBAGO COUNTIES, ILLINOIS
SOUTH BELOIT
ROCKTON
DURAND
HARRISON
ROSCOE
CAPRON
ARGYLE
CALEDONIA
POPLAR GROVE
HARLEM
LOVES PARK
PECATONICA
ROCKFORD
WINNEBAGO
BOONE
BELVIDERE
SEWARD
GARDEN PRAIRIE
CHERRY VALLEY
POSSIBLE SITE LOCATIONS
SCALE IN MILES

bus service between points within the two-county area is limited. Therefore, the location of the proposed community junior college would have to be planned around transportation by private automobile and/or city bus service. The two optimal locations suggested by the Population Committee were (1) near downtown Rockford, easily accessible via highways U.S. 20, U.S. 51, Illinois 2, Illinois 5, Illinois 173, and Illinois 70, and (2) between Rockford and Belvidere near the intersections of Interstate Highway 90 and U.S. 20 (or) U.S. 20 By-Pass (or) U.S. 5.

The Building and Sites committee prefers the downtown campus location due to the proximity of Rockford College with the possibility for future expansion in that area. A second campus in the vicinity of the second recommended location may be considered at some future date.

Parking. Rockford College (downtown campus) has seven acres available for parking, assuming that some of the buildings on adjacent properties are razed to provide additional land for parking and classroom buildings. Taking the recommended figure of 350 square feet per car for parking and 43,560 square feet per acre, it is apparent that approximately 124 cars can be accommodated on one acre; therefore, 868 cars could be parked on the seven acres. This should be more than adequate to handle the projected morning, afternoon, and evening student enrollments, assuming that car pools would be formed and public transportation used. It is recommended that adjacent properties be acquired as they become available for expansion of parking and other campus facilities.

Physical properties. The programs required by the students from the two counties will undoubtedly be very broad in scope and will require many specialized facilities. In addition to instructional facilities (classrooms and laboratory spaces) it will be necessary to provide adequate general use facilities (library, cafeteria, and administrative spaces). Rockford College (downtown campus) is presently an operating college, and most of the equipment in the present buildings could be obtained by purchase. Therefore, the instructional facilities general use facilities, and equipment required to begin a new community junior college are immediately available for the initial projected enrollment in such an institution of higher learning.

Figure 13 presents types of facilities and a time schedule for the proposed college if a new campus is developed. Figure 14 presents the facilities and time schedule if Rockford College is acquired for the college.

Rockford College campus. If the existing campus is secured for the community college, it is recommended that development of the college be in five phases during the next ten years. During the first two phases, sufficient classroom and laboratory space should be available for 2,000 students. During the third phase, additional construction will be necessary to provide adequately for enrollment increases.

The Rockford College brochure, Figure 15 , shows the following facilities:

Figure 13

Proposed Building Program Schedule for the Community College if a New Campus Is Developed

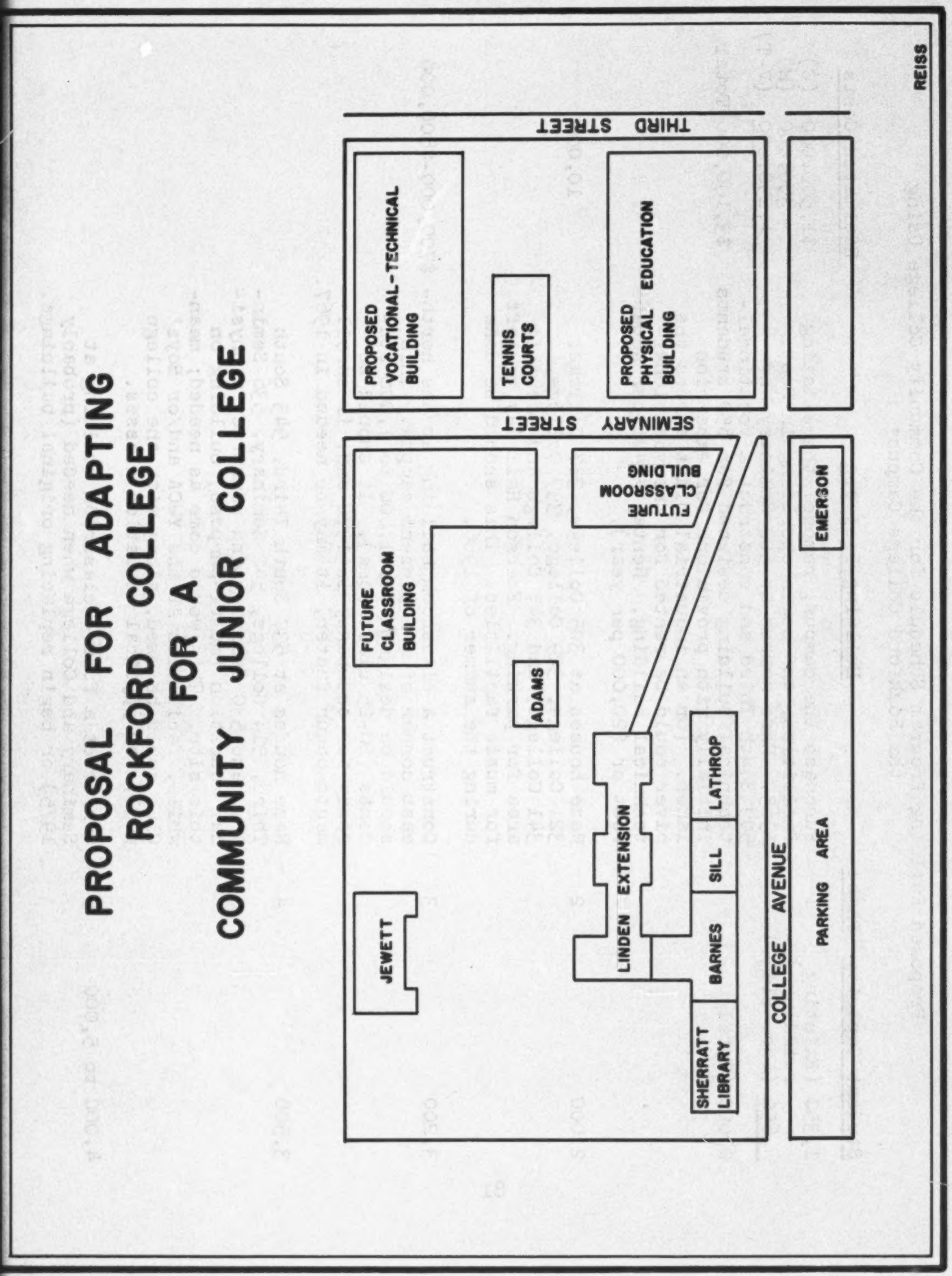
Student Capacity	Phase	Building Projects	Estimated Costs
1,250 (Fall 1965)	1	Secure a site and construct classroom building, gymnasium, vocational-technical building, offices, library, science facilities, et al.	$5.5 million to $6 million
2,000 (Fall 1966)		No additional facilities needed (these were included in Phase 1).	
3,000 (Fall 1970)	2	Construct classroom building for 1,000 students	$700,000-$800,000
4,000 (Fall 1975)	3	Construct classroom building for 1,000 students	$700,000-$800,000

Figure 14

Proposed Building Program Schedule for the Community College Using the Rockford College Campus*

Student Capacity	Phase	Building Projects	Estimated Costs
1,350 (Existing buildings) 650 (Voc. Bldg.) 2,000 (Total)	1	Purchase the campus, remodel the existing facilities, and begin operating in Sept. 1965. Raze houses at 502 Seminary and 509 South Third and construct a vocational-technical building designed for 650 students initially with provisions for expansion later. (Or an industrial plant across the river could be rented for the vocational-technical building. Rental = 40¢ per square foot or $20,000 per year).	$1,500,000 (C) 350,000 (R) 1,250,000 (V-T) $3,100,000 Total
2,000	2	Raze houses at 305 College, 317 College, 321 College, 329 College, 339 College, 341 College, and 347 College and use this area for parking. Emerson Hall may be left for music facilities. This should be done during the summer of 1966.	10,000
3,200	3	Construct a classroom building at the north-east corner of the present campus. This should be designed for 1,000 to 1,200 students (20-25 classrooms). It should be ready for occupancy in 1970 and, if enrollments occur faster, it may be needed in 1967.	$700,000-$800,000
3,500	4	Raze houses at 537 South Third, 543 South Third, 514 College, 542 Seminary, 536 Seminary, and 530 Seminary and construct a physical education (multi-purpose) building on this site. This would come as needed; meanwhile, facilities at the YWCA and/or Boys' Club could be used, along with the college pool, for physical education classes.	
4,000 to 5,000	5	Construct a future classroom building at Seminary and College when needed (probably 1975) or begin replacing original buildings.	

Figure 15


PROPOSAL FOR ADAPTING
ROCKFORD COLLEGE
FOR A
COMMUNITY JUNIOR COLLEGE
REISS
THIRD STREET
PROPOSED VOCATIONAL-TECHNICAL BUILDING
TENNIS COURTS
PROPOSED PHYSICAL EDUCATION BUILDING
SEMINARY STREET
FUTURE CLASSROOM BUILDING
FUTURE CLASSROOM BUILDING
EMERSON
JEWETT
ADAMS
LINDEN EXTENSION
SHERRATT LIBRARY
BARNES
SILL
LATHROP
COLLEGE AVENUE
PARKING AREA

Instructional: (Representing over 42,000 square feet)

Twelve classrooms to accommodate 250 students
Eleven laboratories
Chapel to seat 250
Experimental theatre, ceramics studio, art studio, language laboratory
Twenty-eight individual study carrels
Six music practice rooms and two music studios

General: (Representing over 47,000 square feet)

Administrative offices
Reception room, reading room, faculty lounge
Library with 4 reading rooms, open stacks, and three conference rooms
Faculty offices, staff offices, gymnasium
Five clinic rooms
Swimming pool

Other:

Dormitory rooms, for 209 students
Twenty-two buildings (homes)

Since Blackhawk Junior College requires housing for over one hundred students, it is logical to assume that Rockford Community Junior College could use some dormitory rooms for housing, while others could be converted to faculty offices, other offices, and classrooms.

The land occupied by the homes could be replaced by classroom buildings and parking lots. Parking appears to be the most vital need.

The dining room and kitchen can accommodate 350 students at one time and would serve ideally for noon lunches, evening meals, and snacks for students permanently housed in the dormitory.

The main campus has nine brick structures, seven interconnected, on nine acres. These buildings represent over 132,000 square feet.

The library, built in 1940, seems adequate for a beginning.

Campus. Rockford College with its river site and beautiful campus can provide "that campus atmosphere" which deans at other junior colleges considered essential.

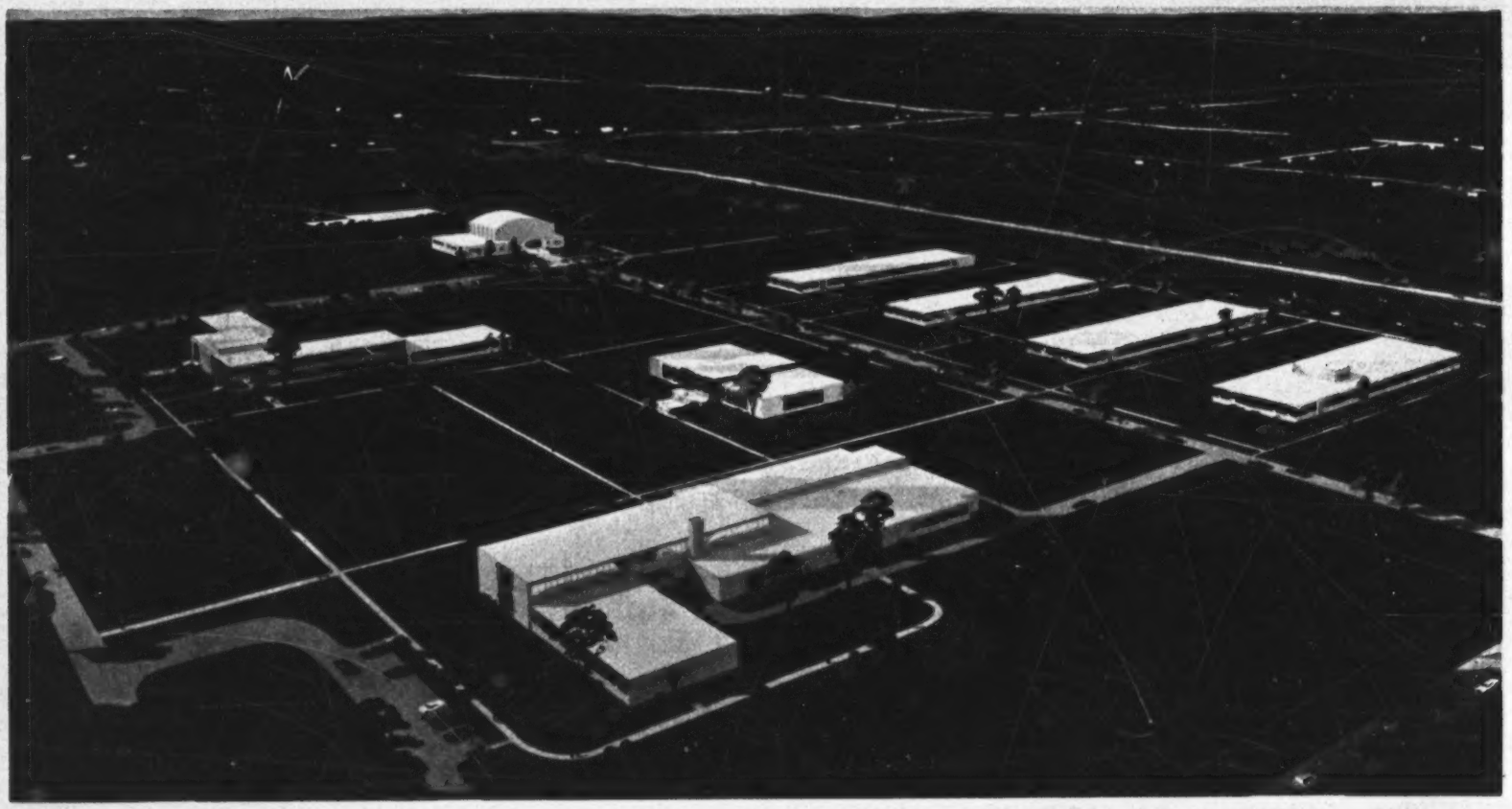
Expansion. The use of Rockford College land for a community college suits well the recommendations of the Build America Better Committee, a division of the National Association of Realtors. In their 1963 report they stressed the need for re-vitalizing older areas of the community. The committee is aware of the fact that several factories across the river on Race Street are vacant, can be easily reached via the Morgan Street Bridge, and may be available for shop and other technical courses.

Multiple-story buildings can be erected at a lower cost than one- or two-story buildings, and in this area there does not appear to be any zoning problem.

New campus. If a new campus is developed, a complete college would have to be established at the outset with expansion for multiple facilities coming later as needs arise. The initial outlay would call for nearly $6 million. Physical education and auditorium facilities would be available from the beginning unless high school facilities can be rented for gymnasium and auditorium purposes; this would reduce the initial cost considerably.

A picture of a new campus layout appears as Figure 16. This is the campus of Erie County Technical Institute in Buffalo, New York. The drawing illustrates what might be done in the Rockford area.

Figure 16



ERIE COUNTY TECHNICAL INSTITUTE
Main Street and Youngs Road
Town of Amherst
Buffalo 21, New York

Summary

The committee surveyed the area and concluded that Rockford College (downtown campus) is the best site for the proposed Community Junior College. Members were pleased with the encouragement, fine cooperation, and endorsement of Rockford College officials in behalf of the Community Junior College. Visits to other junior colleges convinced the committee that the people in Winnebago and Boone Counties

are most fortunate in having such a fine facility as Rockford College (downtown campus) immediately available to them for establishment of a college campus.

Conducting a junior college in conjunction with a high school facility should be avoided. A campus atmosphere was also recommended.

Reports from the Population, Curriculum, and Finance Committees indicate that Rockford College (downtown campus) can provide the initial facilities to house the students of the proposed college at a minimum cost and provide the buildings needed to satisfy initial course requirements.

At its January 7, 1964 meeting, it was the committee's unanimous decision to recommend the purchase of the Rockford College (downtown campus) which includes the main campus and adjacent properties for the establishment of the Winnebago-Boone County Community Junior College.

Further action of the committee was directed toward planning for the existing facilities and buildings at Rockford College (downtown campus) including remodeling, construction of new buildihgs, and provision for parking. Phases 1, 2, and 3 were developed in cooperation with architects and residents of the community. General plans for the fourth and fifth phases of the proposed college were also developed. These are shown in Figures 13 and 14.

A new campus might well be developed for the college, and planning has also been completed for consideration by the administration.

what is a junior college?

WHO ATTENDS A TYPICAL TWO-YEAR COLLEGE?

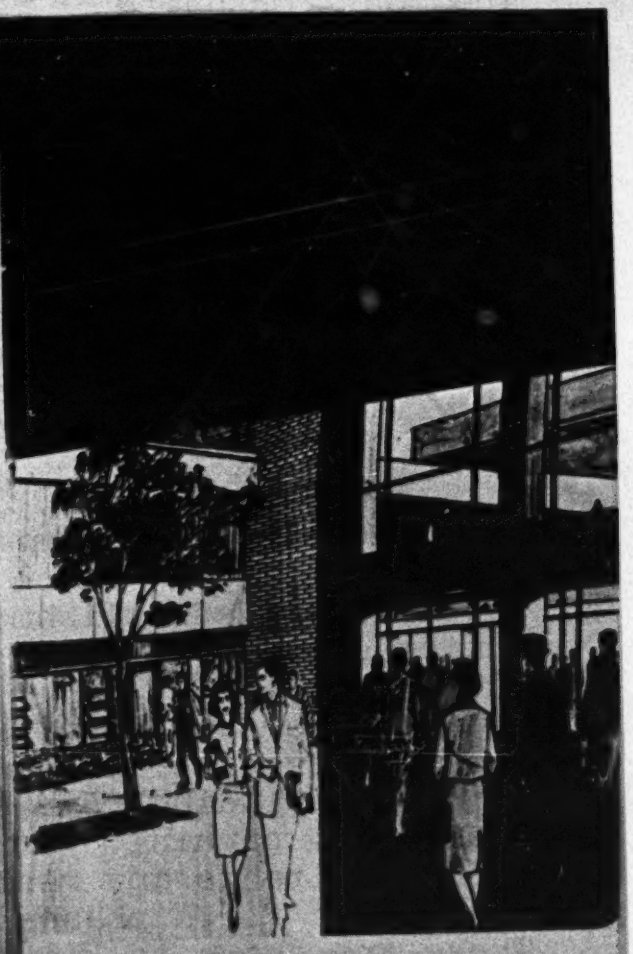
1. High school graduates who want two rather than four years of higher education.

2. Students who wish to take their first two years of college near home and at a low cost.

3. Workers seeking to improve their skills or to expand their general education.

4. Housewives interested in homemaking, child care, or in beginning a second career.

5. Older persons taking adult education courses to widen their intellectual horizons or to develop a hobby interest.



HOW IS A PUBLIC JUNIOR COLLEGE SUPPORTED?

In Illinois, junior colleges are locally controlled. The usual pattern of financial support is as follows: One-half from local property tax, one-fourth from state aid, and one-fourth from tuition.

WHAT ARE COMPARATIVE COSTS OF ATTENDING TWO- AND FOUR-YEAR COLLEGES?

In most cases, the student in the public two-year college lives at home, resulting in a saving in room and board.

CHAPTER VIII

ADMINISTRATIVE ORGANIZATION

At this stage of development of a plan for the Junior College, it is possible only to sketch the administrative organization in broad outline. Its exact formation should be left to the governing board and the new president. But, certain fundamentals will inevitably be encountered which the citizen's committee will need to take into account in planning, particularly for the budget for the first year. In the analysis below, an attempt has been made to indicate costs which will affect the planning for the first year's budget. This has also been described in illustrative form in Figure 17 .

President

The President is the chief executive of the governing board. On him rests all the responsibility for every aspect of the college's operations, particularly the three areas shown in the chart: student affairs, business management, and the academic program. He needs at least these three subordinates at the very outset of his administration.

As a "staff officer, the president should also have a public relations director--one who can promote and publicize the college in the area, keep the citizens informed about its program offerings, and plan its publicity campaigns.

The President will be directly responsible for much of the public relations activities--making speeches, meeting the public, and conducting interviews with the press--but the detailed load of responsibilities should not overly burden his administration.

It is vitally important that a man of superior administrative ability be selected for this position. The quality and welfare of the college largely depend upon his talents. He should be a person who works well with people, both academicians and laymen, knows how to delegate subordinate responsibilities, understands the role and function of a junior college, is well acquainted with the programs and people in higher education, and has a proved ability to administer education. He should possess the earned doctorate and have five to ten years of administrative experience. In the current market, one should expect to offer a salary of not less than $15,000 for a person of his calibre.

Dean of Students

The Dean of Students is responsible for all activities of students of non-academic nature. He will need at least two subordinates at the

ADMINISTRATIVE ORGANIZATION

PROPOSED COMMUNITY JUNIOR COLLEGE

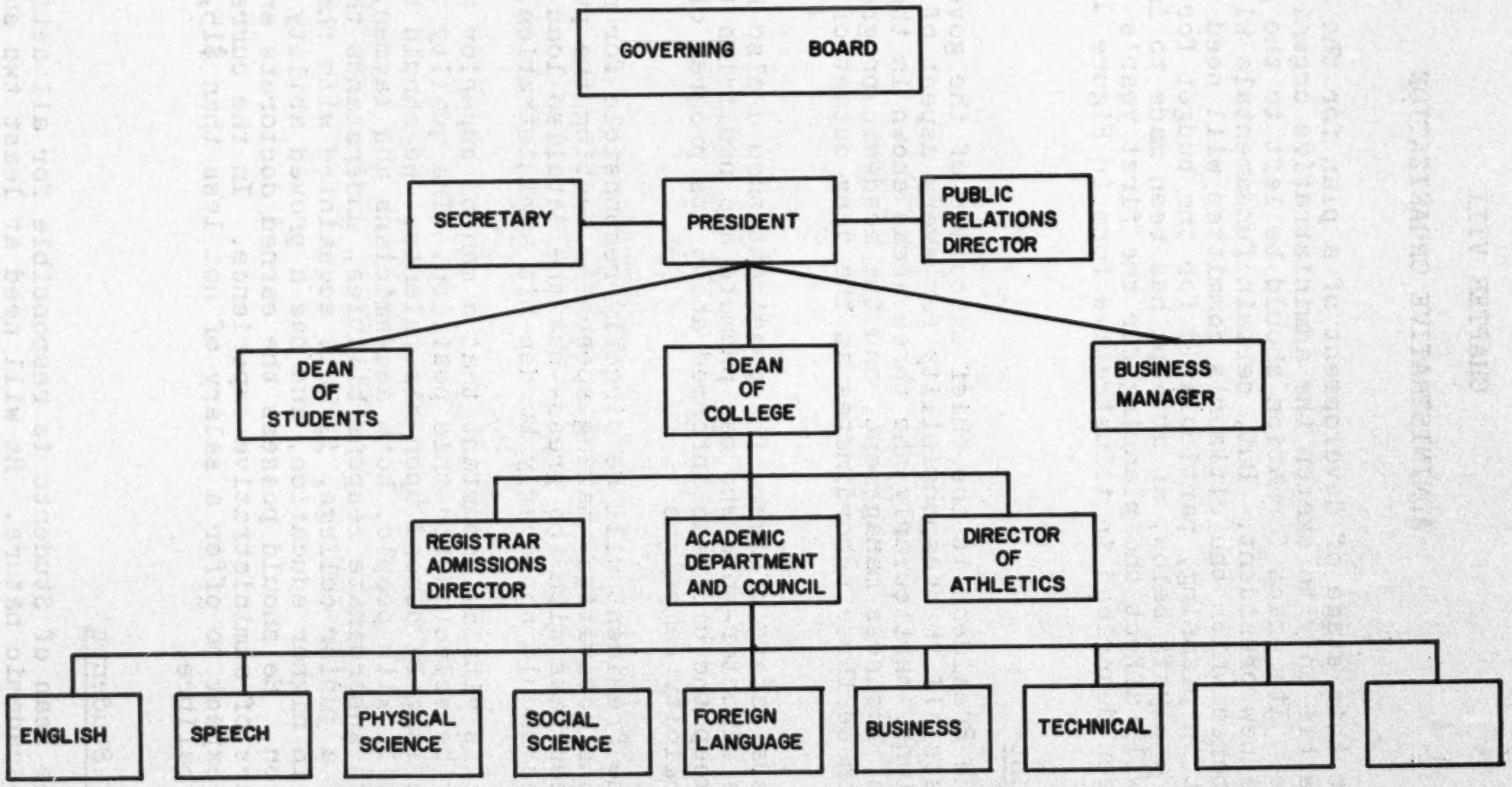


Figure 17

start, a counselor for men and one for women. If dormitories are provided, he will be responsible for guiding the students' behavior in them. In cooperation with the Admissions officer, he will determine which students should attend, what their programs will be, administer guidance tests to help students determine what courses of study to follow, and counsel with students who are having difficulty.

The Dean of Students should possess the earned doctorate, preferably in the field of guidance, and should have had several years of successful experience in a similar position in high school or college. He must be well acquainted with the life problems of young people, as well as their academic abilities. It is inconceivable that one would be able to secure the services of such a person for less than $12,000 a year.

Business Manager

The Business Manager is responsible for directing all aspects of the physical operations of the college, taking care of the business office, physical plant, and maintenance. In cooperation with the president, he will prepare the annual budget, keep all accounts, and direct the work of the maintenance staff.

He should have had experience in business management as well as some acquaintance with an educational program. Perhaps he will be found in a similar position in a public school system, where the position of school business manager is gaining widespread acceptance, or can be recommended by a university with such a program of preparation. He should possess a master's degree in school business management, and will need to be paid at least $12,000 for his services.

Dean of the College

Perhaps the most important subordinate of the president will be the Dean of the College, on whose shoulders will fall the entire responsibility for the academic program. He, with his department heads, should form an academic council in which all the decisions governing programs should be determined. He will have the largest number of staff members under his direction, and he will need to be a person of considerable ability to construct and develop the extensive academic program a junior college must offer. While he does not need to be expert in every field of study under his direction, he should be sufficiently informed to determine when competent instruction is being offered.

In addition to establishing the initial offerings in the many fields of study, he will be called upon to evaluate the work of each department, cooperate with department heads in the selection and guidance of all faculty members, and work cooperatively with the Dean of Students and the Business Manager in the over-all direction of the college.

To secure a person of adequate competence for such a challenging position will not be easy. He should possess the earned doctorate, and have had experience in educational leadership, probably as a department head in a four-year college. In order to attract a person of quality, it will be necessary to offer an initial salary of $13,000-$14,000.

The three immediate subordinates of the President: Dean of the College, Dean of Students, and Business Manager constitute an administrative council for the President. The four officers together will determine the over-all direction and activities of the college, with the President acting as presiding officer. The deliberations and conclusions of this council will be transmitted to the governing board by the President to be enacted into legislation.

Subordinates under the Dean of the College

Registrar and Director of Admissions. An important official in the operation of any college is the person charged with the responsibility of keeping all records of the students' academic progress. Initially, he establishes the procedures for admission and programming of courses, executing the decisions made by the board, President, and the academic council. Transcripts of the students' work are kept in his office and transmitted to a senior college in the event a student decides to continue his studies. He also administers the admissions examinations and keeps the records of the results.

A registrar should be primarily a business executive and be familiar with the principles of effective office management. In the present competitive market, he will probably need to be offered a salary of at least $10,000. It is less important that he have an advanced degree than it is that he have proven ability in administering a clerical office.

Director of Athletics. In the growing popularity of league participation of organized teams in junior colleges, it is increasingly important that a person be employed who can direct such activities. Schedules will need to be made, and the direction of a considerable amount of business management attending the outfitting, collection of admissions to games, and the transportation of teams will need to be handled. He will also need to work closely with the Dean of the College in the employment of coaches, usually drafted from the staff in physical education.

Department Heads. Each of the instructional departments should have one person designated as "head," regardless of the size of the departmental staff. This person will be in charge of the faculty members in that department and be accountable to the Dean for the excellence of instruction. Department Heads should possess sufficient stature in their field to command the respect of those with whom they work. While it is probably unrealistic to expect that each will possess the highest degree in his field, he should have demonstrated his intention of ultimately earning it by having done considerable graduate work beyond the master's degree, certainly not less than one full

year. For a person of this calibre, he will need to be offered a salary of not less than $9,000, particularly if he has had a minimum of five years teaching experience in a four-year college or university. Preferably, he should have the requisite background to command a rank of full professor, a rank usually reserved for those who have earned the doctorate or its equivalent.

Guidance Services. An essential characteristic of a good community college is that it is guidance oriented. The guidance program should function to help each student discover his aptitudes, choose his life's work, and help prepare him for the successful pursuit of that work. In doing this, the guidance personnel should involve themselves in educational guidance, vocational guidance and job placement.

It is recommended that the school staff include the equivalent of one full-time guidance counselor for every 300-350 students. The remainder of the staff should understand and practice the guidance function of the community college.

Faculty. Assuming a beginning enrollment of 2,000 students, it will be necessary to employ a faculty of at least 100 members, distributed among the various fields in terms of the results of the student survey. No effort is made here to estimate how this distribution should be made. This is clearly the responsibility of the new administrative staff of the college. However, it is important to understand that faculty salaries constitute the largest single item in the operating budget. All instructors in the academic subjects should possess at least a master's degree in their subject, with at least five years of teaching experience in secondary schools. Competition for staff will be extremely vigorous, since there are not enough public school teachers to go around. Currently, a teacher in the Rockford city schools is able to command a salary of $6,700 with five years of experience. It will be necessary to exceed this amount if the junior college expects to recruit the best teachers; therefore, it is recommended that $7,000 be considered as a minimum salary. Since it is impossible to estimate accurately what salaries will need to be paid as that is dependent upon the experience of individual faculty members, a median salary figure of $7,500 is proposed for budgetary purposes, making the salary item in the initial budget amount to $750,000.

Adding the salaries of all administrative officers, one gets the total of $71,000. Added to the estimated salary item of $750,000 for the teaching staff, the item for academic salaries should be at least $821,000. To this must be added the salaries of secretaries and maintenance staff to get the grand total for all salaries.

Summary

In a few pages, the committee has outlined a basic organizational plan for the proposed community junior college.

Administrative officers, guidance workers, faculty members, and clerical and maintenance staffs will be needed in sufficient numbers and with the necessary competencies for an institution of this size and complexity.

Numbers of personnel and salaries have not been determined, but several rather specific suggestions have been made; the committee hopes that these will serve as basic criteria for staff selection and budget preparation.

CHAPTER IX

FINANCIAL ANALYSIS

No study of a community college would be complete without an analysis of the financial aspects of the junior college district.

In completing its study of the wealth and financial implications that would be present if a community college were established in Boone and Winnebago Counties, the Finance committee collected data dealing with income, costs, levies, and indebtedness. The legal requirements dealing with the establishment of a community college had to be studied before an expenditure plan could be prepared for this college. Information was obtained from other committees working in the study, i.e., school enrollment figures were obtained from the Population committee, cost estimates were obtained from the Curriculum and Buildings committees, and considerable information was supplied by other citizens of the community. Valuable assistance was rendered by county offices as data was collected and compiled.

It became evident early in the committee's planning that a college could be established in Boone and Winnebago Counties which would easily meet legal requirements. A few statements from the Illinois School Code would illustrate what is meant by this statement; for instance, the following legal aspects are pertinent to the proposed college.

1. An area college must have 30,000 residents and an assessed valuation of at least $75 million dollars (the proposed college would have 250,000 residents and an assessed valuation of $900 million).

2. An area college is authorized to levy an annual educational fund tax of 50¢ per $100 of equalized assessed valuation and an annual building fund tax of 10¢ per $100 of equalized assessed valuation. These can later be increased by referendum to a maximum of 75¢ in the educational fund and 17½¢ in the building fund. (The petition for the establishment of a junior college called for 6¢ educational fund tax and 2¢ building fund tax).

3. State financial support is provided in the amount of $7.60 for each semester hour completed by resident pupils.

4. The district is permitted to charge students tuition not to exceed 1/3 of the per capita operating cost of the college. (It is expected that annual tuition of $200 to $250 would be charged full-time students).

5. A junior college district may bond to a maximum of 5 per cent of the assessed valuation of the district for building purposes.

Financial Data

In analyzing the financial condition of the proposed college, it might be well to start with sources of income of the several high school districts which participated in the survey, their budgets and tax levies, and a record of special elections in the proposed two-county district. Budgetary expenditures and levies are presented as Table 26; data on elections is shown in Table 27.

The assessed valuation of the two-county area is shown by districts in Table 28, and the combined assessed valuation and projections of wealth can be noted in Table 29. Table 30 represents the bonded indebtedness of the several participating districts, and Table 31 illustrates bond retirement schedules presently in existence. These tables are contained in the report at this point, and a brief description has been included in an attempt to summarize and evaluate the data contained in the graphic presentations.

Sources of Income and Tax Levies. An examination of budgets of the participating school districts shows that these school districts had a combined total income of approximately $20 million for the 1962-1963 school year. Most of this was obtained from local taxes, but state and federal support was given for transportation, driver education, and special education; and Rockford received tuition for students from non-high school districts.

In determining sources of income for a community college, estimates can be made in the same manner by noting that there are State and Federal support plans for colleges, student tuition, and local taxes for the operation of these institutions. Recent Congressional action provides for additional federal support to junior colleges; this stipulates that comprehensive community colleges--those involving college preparatory, technical, vocational, and adult education programs--could receive as much as forty per cent of the cost of their buildings from federal sources. It has been assumed in the past that the sources of income would be spread evenly among local taxes, state support, and tuition with very little amount stemming from federal agencies; but it is now apparent that the financial burden can be shifted from the local taxpayer to state and federal agencies to a much greater degree.

It would appear, from the organizational structure developed in Chapter VIII that the proposed college would need an annual operating revenue of approximately $1.5 million dollars. The petition which was submitted to the State Department of Public Instruction in May 1963 stipulated that a tax levy of 6¢ per $100 of assessed valuation would be made to cover the operating cost of the college, and a levy of 2¢ proposed for improvements, maintenance, and repair of buildings. This would provide approximately $600,000 per year for operation--only 40

per cent of the amount that would probably be needed--and $200,000 for acquisition of and repairs to property. However, it should be noted that state support would amount to approximately $230 per student, and tuition would probably be charged in the amount of $200 to $250 per student. Some federal assistance would be received by the college and additional state support might be forthcoming; it might be that state support, federal income, and tuition revenue would not always be sufficient to provide the sixty per cent additional revenue for the operation of the college. The college could get started on amounts stipulated and adjustments made later if needed after the college is established and the budget prepared for operation. The financial summary and study of tax rates should enable the reader to determine what effect an 8 cent tax increase might mean to him individually and the district collectively.

Bond issues. Voters in Boone and Winnebago Counties have usually reacted favorably to school elections. From Table 28 it should be noted that all of the bond and educational fund increases received favorable reaction until sixteen months ago; since November 6, 1962 voters in district 205 have rejected educational rate increases and proposed building bond issues. Generally speaking, this has been the trend in Illinois. In the period from November 1, 1962 to October 31, 1963, 134 of the 184 bond elections in the state carried and 50 were rejected by the voters; this represents 73 per cent successful passage. Only 39 per cent of the proposed building rate referenda were successful during this same period, while 53 per cent of the elections dealing with requests for increases in the educational rate were approved by the voters (and it should also be noted that several of the successful proposals had previously been rejected). So it might be assumed that voters in Boone and Winnebago Counties are interested and willing to support good educational programs within the several school districts.

Assessed valuation. An analysis of assessed valuation is presented in Table 28, and projections of assessed valuation are noted in Table 29. An examination of Table 28 indicates that the total assessed valuation of the proposed community college district will be $950,000,000 when the college opens (actual 1962 assessed valuation is $898,846,810). Projections of assessed valuation were computed by the Finance committee using as a base the figure of $25,000,000 per year increase for Winnebago County and a 1.2 per cent annual increase for Boone County. A sizable increase is projected for 1965 and 1966 in Boone County, but the estimates for other years are rather stable. This indicates a projected figure for the 1965-1966 school year (probably the first year of the college's operation) of $950,000,000 and a projection five years hence of $1,106,000,000. From these projections, computations for future operating costs and bonded indebtedness can be made; these have been computed and are shown in succeeding tables. However, it should be noted that existing bonded indebtedness and operating expenses of the various high schools would not affect the junior college operation except that the total tax picture needs to be considered when any new organization is created. Bonded indebtedness of the several districts is shown in Tables 30 and 31.

Table 26

Expenditures and Tax Levies of Participating Districts

School District and Year	Education Fund Levy	Education Fund Amount	Building Fund Levy	Building Fund Amount	Bond Payments Amount	Total Tax Levy
Rockford # 205						
1963-64	1.30	7,215,000	.25	1,387,500	1,714,360	1.872
1962-63	1.30	6,955,000	.25	1,337,500	1,780,935	
1961-62	1.30	6,656,000	.25	1,295,562	1,493,743	
1960-61	1.30	7,020,000	.25	1,252,526	1,545,636	
1959-60	1.30	6,470,966	.25	1,244,416	1,616,076	
1958-59	1.30	6,254,816	.25	1,201,118	1,243,479	
1957-58	.99	4,207,500	.16	680,000	660,947	
1956-57	.99	4,132,400	.16	668,000	668,337	
1955-56	.99	3,965,274	.16	640,852	630,062	
1954-55	.82	3,034,000	.12	462,500	344,779	
Non-high # 206						
1963-64	1.00	700,000	.18	130,000	----	1.188
1962-63	1.00	750,000	---	----	----	
1961-62	1.00	724,711	---	----	10,150	
1960-61	1.00	708,455	---	----	10,450	
1959-60	1.00	692,851	---	----	15,841	
1958-59	1.00	610,956	---	----	16,274	
1957-58	1.00	525,939	---	----	16,661	
1956-57	1.00	484,543	---	----	22,130	
1955-56	1.00	440,112	---	----	25,740	
1954-55	1.00	377,096	---	----	26,350	
Non-high # 211						
1963-64	.65	240,000	.18	67,854	2,125	.840
1962-63	.65	228,293	.18	63,219	2,161	
1961-62	.65	220,000	---	----	----	
1960-61	.65	201,600	---	----	----	
1959-60	.65	176,343	---	----	----	
1958-59	.65	156,752	---	----	----	
1957-58	.65	130,000	---	----	----	
1956-57	.65	135,860	---	----	----	
1955-56	.50	100,000	---	----	----	
1954-55	.50	98,266	---	----	----	
Harlem # 122						
1963-64	1.80	1,297,689	.25	180,000	443,006	2.407
1962-63	1.80	1,184,002	.25	164,444	510,601	
1961-62	1.80	1,114,684	.25	154,817	401,862	
1960-61	1.80	1,047,176	.25	145,441	420,487	
1959-60	1.80	959,892	.25	133,318	318,593	
1958-59	1.80	883,741	.25	122,741	309,768	
1957-58	1.80	727,519	.20	80,835	266,006	
1956-57	1.40	520,755	.20	78,070	154,050	
1955-56	1.40	485,351	.20	72,455	159,918	
1954-55	1.40	379,822	.20	56,702	94,050	

School District and Year	Education Fund		Building Fund		Bond Payments	Total Tax Levy
	Levy	Amount	Levy	Amount	Amount	
Hononegah # 207						
1963-64	.86	201,938	.188	45,000	44,668	1.268
1962-63	.86	195,000	.188	45,000	45,456	
1961-62	.86	190,000	.188	39,743	46,243	
1960-61	.86	175,000	.188	37,623	47,031	
1959-60	.86	165,000	.188	33,664	47,818	
1958-59	.86	120,000	.188	33,247	48,606	
1957-58	.86	112,000	.093	17,000	49,393	
1956-57	.65	99,500	.093	29,000	50,250	
1955-56	.58	91,800	.094	14,600	----	
1954-55	.58	80,000	.094	13,000	----	
South Beloit # 320						
1963-64	1.70	320,000	.25	45,000	85,111	2.593
1962-63	1.30	230,000	.25	40,488	89,985	
1961-62	1.30	228,800	.25	39,021	63,391	
1960-61	1.30	226,376	.25	37,879	65,252	
1959-60	1.30	221,270	.25	32,892	65,415	
1958-59	1.30	186,605	.25	31,041	56,050	
1957-58	1.30	173,691	.25	28,104	57,387	
1956-57	1.30	136,500	.25	21,121	29,625	
1955-56	1.30	270,784	.25	24,607	30,690	
1954-55	1.30	240,950	.25	23,168	31,255	
Pecatonica # 321						
1963-64	1.30	148,000	.25	28,000	52,991	2.068
1962-63	1.30	145,000	.25	28,000	54,785	
1961-62	1.30	145,000	.25	28,000	38,584	
1960-61	1.30	143,000	.25	28,084	39,928	
1959-60	1.30	149,000	.25	30,000	39,675	
1958-59	1.30	140,000	.25	28,000	40,425	
1957-58	1.30	138,000	.25	30,000	44,733	
1956-57	1.00	115;000	.25	23,170	4,211	
1955-56	1.00	240,000	.25	25,000	3,335	
1954-55	1.00	240,000	.25	25,000	3,440	
Winnebago # 323						
1963-64	1.40	270,000	.25	44,000	84,285	2.551
1962-63	1.40	225,000	.25	40,000	77,843	
1961-62	1.40	210,000	.25	38,000	65,298	
1960-61	1.40	210,000	.25	38,000	66,947	
1959-60	1.40	221,364	.25	41,411	62,190	
1958-59	1.40	217,923	.25	38,840	60,297	
1957-58	1.40	223,895	.18	29,985	84,003	
1956-57	1.00	157,932	.18	29,612	----	
1955-56	1.00	156,000	.18	19,250	----	

Table 26 (continued)

School District and Year	Education Fund Levy	Education Fund Amount	Building Fund Levy	Building Fund Amount	Bond Payments Amount	Total Tax Levy
Durand # 322						
1963-64	1.40	130,000	.125	25,000	45,805	2.245
1962-63	1.40	130,000	.125	25,000	37,059	
1961-62	1.40	130,000	.125	25,000	37,688	
1960-61	1.40	130,000	.125	21,901	36,352	
1959-60	1.40	130,000	.25	21,680	38,347	
1958-59	1.40	125,000	.25	22,475	40,517	
1957-58	1.20	110,000	.25	21,809	26,902	
1956-57	1.20	108,000	.25	20,918	26,377	
1955-56	1.20	110,000	.25	20,614	26,852	
1954-55	1.00	90,000	.25	20,587	25,302	
Belvidere # 100						
1963-64	1.25	832,388	.25	166,477	130,900	1.762
1962-63	1.25	822,548	.25	164,509	133,400	
1961-62	1.25	1,300,499	.25	95,200	120,932	
1960-61	1.25	1,230,849	.160	66,910	122,838	
1959-60	1.232	1,129,917	.160	59,435	126,050	
1958-59	1.232	1,042,534	.16	94,315	111,750	
1957-58	1.13	950,685	.16	75,238	113,150	
1956-57	1.12	824,657	.16	73,403	114,550	
1955-56	1.077	704,509	.16	54,750	105,850	
1954-55	1.00	656,493	.1249	51,483	107,050	
Poplar Grove # 200						
1963-64	.65	114,489.34	.0587	10,339.56	47,168	1.019
1962-63	.65	108,143.32	.0826	14,419.11	38,888	
1961-62	.62	121,440		13,832	47,721	
1960-61	.619	142,323	.1875	10,995	48,208	
1959-60	.619	115,713	.179	13,214	49,120	
1958-59	.58	124,659	.179	21,229	49,830	
1957-58	.65	104,740	.1675	14,683	48,434	
1956-57		116,871	.1122	27,994	44,709	
1955-56	.65	83,151	.1875	17,105	58,595	
1954-55	.50	82,788	.05	9,718	----	

Table 27

Record of Special Elections

District	Type of Election	Date Held	Result of Election
100	Bond Issue - $1,900,000	Jan. 1, 1953	Passed
200	Bond Issue - 600,000	Dec. 1, 1955	Passed
205	Bond Issue - 2,200,000	Feb.14, 1961	Passed
323	Bond Issue - 160,000	Mar.25, 1961	Passed
122	Bond Issue - 1,800,000	Apr. 8, 1961	Passed
321	Bond Issue - 200,000	Dec. 2, 1961	Passed
322	Bond Issue - 135,000	Dec.16, 1961	Passed
323	Educ. Fund Rate Increase	Aug.25, 1962	From 1.40 to 1.70 Passed
320	Bond Issue - 85,000	Sept25, 1962	Passed
205	Bond Issue - 4,890,000	Nov. 6, 1962	Educ-1.30 to 1.49 Failed
	Educ & Bldg-Rate Increase		Bldg- .25 to .34 Failed
205	Educ Fund Rate Increase	May 21, 1963	From 1.30 to 1.48 Failed

Table 28

Assessed Valuation and School Enrollments

District Name	District Number	Assessed Value 1962	1963-64 Enrollment All Grades	1963-64 Enrollment Grades 9-12	1963-64 Student Valuation
Rockford	205	559,251,044	24,851	7025	22,504.16
Non-High	206	69,107,200	---	1767	39,109.90
Non-High Protectorate	211	37,697,170	---	662	56,944.36
Harlem	122	72,093,880	6,728	1740	10,715.49
Hononegah	207	23,481,275	---	527	44,556.49
South Beloit	320	16,580,251	1,579	355	10,500.47
Pecatonica	321	11,529,910	809	203	14,252.05
Durand	322	8,951,748	634	189	14,119.47
Winnebago	323	15,949,059	1,055	310	15,117.59
Belvidere	100	66,591,065	4,439	1104	15,001.36
Poplar Grove	200	17,613,745	---	291	60,528.33
Total		898,746,347	40,095	14,173	

Table 29

Assessed Valuation Projections

Tax Year	School Year	Winnebago	Boone	Total
1958	1959-60	712,967,542	78,262,545	791,230,087
1959	1960-61	730,640,182	80,026,991	810,667,173
1960	1961-62	758,390,633	82,821,095	841,211,728
1961	1962-63	780,965,145	83,260,445	864,225,590
1962	1963-64	814,642,000	84,204,810	898,846,810
		Projected at $25 million/year	Projected at 1.2 %	
1963	1964-65	839,642,000	85,214,000	924,856,000
1964	1965-66	864,642,000	86,237,000	950,879,000
1965	1966-67	889,642,000	93,272,000	982,914,000
1966	1967-68	914,642,000	105,319,000	1,019,961,000
1967	1968-69	939,642,000	112,379,000	1,052,021,000
1968	1969-70	964,642,000	114,452,000	1,079,094,000
1969	1970-71	989,642,000	116,537,000	1,106,179,000
1970	1971-62	1,014,642,000	118,635,000	1,133,277,000
1971	1972-73	1,039,642,000	120,747,000	1,160,389,000
1972	1973-74	1,064,642,000	122,872,000	1,187,514,000

Table 30

Bonded Indebtedness of Participating Districts
June 30, 1963

District			Amount	Per Cent Limit on 1962 Valuation
Winnebago	-	205	13,193,000.00	47.18
		206	None	---
		211	106,000.00	.06
		122	2,500,000.00	69.35
		207	420,000.00	35.77
		320	683,000.00	82.38
		321	570,000.00	98.87
		322	444,000.00	99.19
		323	720,000.00	90.28
Boone	-	100	1,200,000.00	36.04
		200	360,000.00	40.87

Table 31

Bond Retirement Schedules

Year	District										
	205	206	211	122	207	320	321	322	323	100	200
1938		5,000									
1939		5,000									
1940		5,000									
1941	10,000	5,000					2,000				
1942	10,000	5,000					2,000				
1943	13,000	5,000					2,000				
1944	22,000	5,000					2,000				
1945	99,000	10,000					2,000				
1946	117,000	12,300					3,000				
1947	130,000	13,000					3,000				
1948	148,000	12,000				13,000	3,000				
1949	151,000	13,000		25,000		13,000	3,000				
1950	154,000	12,000		35,000		13,000	3,000				
1951	224,000	13,000		35,000		13,000	3,000	7,000			
1952	257,000	13,000		35,000		13,000	3,000	18,000			
1953	276,000	20,000		80,000		13,500	3,000	18,000			
1954	284,000	23,000		84,000		18,500	3,000	18,000		60,000	30,000
1955	533,000	23,000		130,000		21,500	3,000	19,000		60,000	30,000
1956	541,000	20,000		130,000	20,000	21,000	3,000	19,000		70,000	30,000
1957	555,000	15,000		210,000	35,000	21,000	14,000	24,000	40,000	70,000	30,000
1958	804,000	15,000		260,000	35,000	36,000	29,000	24,000	40,000	70,000	30,000
1959	1,098,000	20,300		320,000	35,000	38,000	25,000	25,000	40,000	86,000	30,000
1960	1,137,000	10,000		370,000	35,000	43,000	25,000	26,000	40,000	85,000	30,000
1961	1,108,000	10,000		370,000	35,000	43,000	25,000	27,000	40,000	85,000	30,000
1962	1,298,000	10,000		380,000	35,000	44,000	35,000	27,000	55,000	100,000	30,000
1963	1,318,000			380,000	35,000	49,000	35,000	39,000	55,000	100,000	30,000
1964	1,319,000		26,500	405,000	35,000	54,000	40,000	40,000	55,000	120,000	30,000
1965	1,269,000		26,500	425,000	35,000	59,000	40,000	40,000	55,000	120,000	30,000
1966	1,257,000		26,500	450,000	35,000	62,000	40,000	42,000	55,000	140,000	30,000
1967	1,200,000		26,500	475,000	35,000	59,000	45,000	42,000	55,000	140,000	35,000
1968	1,210,000			365,000	35,000	60,000	45,000	43,000	55,000	140,000	35,000
1969	1,215,000				35,000	65,000	45,000	74,000	55,000	140,000	35,000
1970	985,000				35,000	65,000	45,000	50,000	60,000	150,000	35,000
1971	960,000				35,000	55,000	40,000	51,000	60,000	150,000	35,000
1972	910,000				35,000	55,000	45,000	18,000	50,000		35,000
1973	870,000				35,000	37,000	50,000		50,000		
1974	410,000				35,000	37,000	50,000		50,000		
1975						40,000			50,000		
1976						40,000					
1977						20,000					
1978						25,000					
1979						25,000					

Actually, the junior college district would be permitted by law to construct buildings valued at 5 per cent of the assessed valuation of the district, i.e. with an assessed valuation of $900 million the junior college district could bond for $45 million dollars if it were to plan on expending all that is permitted under the law. However, such is not the intent of the survey committee; instead an expenditure of only $2.5 to $5 million is all that is anticipated for the college.

Cost Analysis

The cost of the construction and operation of college facilities in the area will depend upon the kind of college that is established. If the administration and board decide to use the existing Rockford College facility or other existing facilities in the area, the cost will be considerably different from that obtained if a new college campus is constructed on the outskirts of Rockford toward Belvidere. In the event that Rockford college's downtown campus is to be purchased and operated by the junior college board, a cost of $1.5 million dollars would be needed for the purchase and renovation of existing facilities. Additional buildings should be constructed on the campus, but the amount specified in the organizational plan might not be sufficient to handle this project. Approval of a bond issue would probably be needed to provide the technical and vocational aspects of the program, and these should certainly be added early in the operation of the college. The operating expense would perhaps be sufficient to handle the needs of the college at the present time, but this might also have to be increased once the college is in operation.

If, on the other hand, the administrative officials decide to locate the college on a new site of approximately 150 acres, the cost for the construction for new facilities would be in the neighborhood of $5-6 million. Operational costs may be no different from those proposed under the other plan, but the increase in the bond issue would be different.

A suggested budget for the new college has not been prepared, but operating estimates have been made from plans presented for consideration and experience of other institutions. Estimated operating costs of the college have been computed as follows (1,200 students):

Staff salaries	$900,000
Operation (fuel, lights, phone, etc.)	150,000
Clerical staff	60,000
Supplies	50,000
Equipment	100,000
Maintenance	40,000
Other expenses	200,000
Total	$1,500,000

While these amounts are tentative and suggestive, they do indicate general areas of expenditure which might be anticipated. It might be noted here that about $900,000 has been earmarked as the amount that would be necessary for salaries in the college. This amount is only

60 per cent of the total expenditure and is a little lower than that which is usually found in similar educational institutions. In the final analysis, this figure might be a little higher.

Amortization. An amortization schedule for the retirement of bonds as shown as Table 32. This reflects a bond retirement schedule that indicates a total annual expenditure for a $2.5 million issue at 3.5 per cent interest. Schedules have not been prepared for the new-campus issue, but the amounts will, at the least, be doubled for that proposal. Estimates can also be made quite rapidly from Table 32 for the larger issue. If the buildings are amortized over 10 years, the amount of interest would be reduced, and this plan would be recommended. A 10-year plan also appears in Table 32.

Cost Summary. A cost analysis is presented in Table 33. This table illustrates the amount of money that would be needed for the construction of college facilities initially and for the amount that would have to be added five years hence. This indicates an initial expenditure of $2.5-$5 million dollars, which would probably require a tax levy of 2 to 4 cents per $100 of assessed valuation. Five years hence, it is anticipated that an additional $750,000 would be needed for school construction, and further building increases would come as the needs arise. A careful analysis of Table 34 should enable citizens of the area to project their junior college needs for five to ten years.

A study of Table 34 will provide the individual citizen with information that will enable him to ascertain the amount of annual tax required by the proposed community college. This is shown for three propositions: (1) creation of the college district with only the 8¢ specified, (2) creation of the district with plans for a bond issue to provide additional facilities on the Rockford College Campus, and (3) creation of the district and plans for development of a new campus included. It should be clear from an examination of this table that the amount required for the operation of a junior college facility in the two county area would be very minimal. It is hard to imagine that individuals in Boone and Winnebago Counties could secure a two-year college education so reasonably.

Summary

The increasing demands for a college education and the increased enrollments and financial burdens being placed upon all institutions of higher education in Illinois will combine to produce a network of junior colleges or community colleges in the state in the years to come. While it has been difficult to establish two year colleges in recent years, there have been a number of them--both private and public-established on a very successful basis; and the increased emphasis and interest in the two-year college will assure establishment of many new institutions within the next five years.

Analysis of costs of attending colleges has been presented herein, and estimates of operational and building costs of a new

Table 32

Amortization Schedule for a $2.5 Million
Bond Issue over 20 Years at 3½ Per Cent Interest

Year	Beginning Unpaid Balance	Annual Interest	Annual Principal Payments	Annual Tax Extension
1	2,500,000	87,500	90,000	177,500
2	2,410,000	84,350	90,000	174,350
3	2,320,000	81,200	100,000	181,200
4	2,220,000	77,700	100,000	177,700
5	2,120,000	74,200	100,000	174,200
6	2,020,000	70,700	110,000	180,700
7	1,910,000	66,850	110,000	176,850
8	1,800,000	63,000	120,000	183,000
9	1,680,000	58,800	125,000	183,800
10	1,555,000	54,425	125,000	179,425
11	1,430,000	50,050	130,000	180,050
12	1,300,000	45,500	135,000	180,500
13	1,165,000	40,775	135,000	175,775
14	1,030,000	36,050	140,000	176,050
15	890,000	31,150	140,000	171,150
16	750,000	26,250	150,000	176,250
17	600,000	21,000	150,000	171,000
18	450,000	15,750	150,000	165,750
19	300,000	10,500	150,000	160,500
20	150,000	5,250	150,000	155,250
		1,001,000	2,500,000	3,501,000

Amortization Schedule for a $2.5 Million
Bond Issue over 10 Years at 3½ Per Cent Interest

Year	Balance	Interest	Principal	Tax
1	2,500,000	87,500	212,500	300,000
2	2,287,500	80,060	220,000	300,060
3	2,067,500	72,360	230,000	302,360
4	1,837,500	64,315	235,500	299,815
5	1,602,000	56,100	244,000	300,100
6	1,358,000	47,500	252,500	300,000
7	1,105,500	38,700	262,000	300,700
8	843,500	29,500	270,500	300,000
9	573,000	20,000	281,000	301,000
10	292,000	10,220	292,000	302,220
		506,255	2,500,000	3,006,255

Table 33

Annual Cost Analysis
Proposed Community College

	Item	1965-66	1966-67	1970-71
1.	Enrollment	1,200-1,500	2,000	3,000
2.	Assessed valuation	$950,879,000	$982,914,000	$1,106,179,000
3.	Operating costs*	1,500,000	1,800,000	2,700,000
	From local taxes	760,000	785,000	885,000
	From tuition ($250 per student)	300,000	500,000	750,000
	From state sources	250,000	450,000	675,000
	From other sources	190,000	65,000	390,000
	Tax levies proposed			
	For operation (salaries, supplies, eqpt.,etc.)	.06	.06	.06
	For maintenance and repair of buildings	.02	.02	.02
4.	Building costs (if Rock-for College Campus is used)**	2,500,000+	No additional building	750,000
	Tax levy needed for new buildings	.02	.02	.02
5.	Building costs (if new campus is developed)**	4,000,000+ to 5,000,000	No additional building	750,000
	Tax levy needed for buildings	.04	.04	.04
6.	Total tax levy (per $100 assessed valuation) for buildings and operation if Rockford College is used	.10	.10	.10
	Total tax levy for buildings and operation if new campus is developed	.12	.12	.12

*Assumes operating costs to be the same at both campuses.
**Assumes assistance from the Federal government amounting to 1/6 to 1/3 of the building costs.
+Amortizing on 20-year basis.

Table 34

Tax Increases on Individual Properties
for Building and Operating the
Community College at the
Proposed Level

Actual Property Value	Assessed Valuation of Property	Annual Tax Increase without Building Bond Issue	Annual Tax Increase with Building Bond Issue	
			Rockford College New Campus	
$ 5,000	$ 2,750	2.20	2.75	3.30
7,500	4,125	3.30	4.13	4.95
10,000	5,500	4.40	5.50	6.60
12,500	6,875	5.50	6.88	8.25
15,000	8,250	6.60	8.25	9.90
17,500	9,625	7.70	9.63	11.55
18,200	10,000	8.00	10.00	12.00
20,000	11,000	8.80	11.00	13.20
22,500	12,375	9.90	12.38	14.85
25,000	13,750	11.00	13.75	16.50
27,500	15,125	12.10	15.13	18.15
30,000	16,500	13.20	16.50	19.80
35,000	19,500	15.60	19.50	23.40
40,000	22,000	17.60	22.00	26.40
45,000	24,750	19.80	24.75	29.70
50,000	27,500	22.00	27.50	33.00

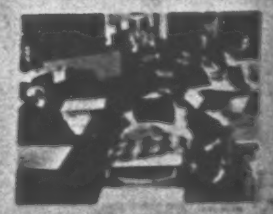
college in the Rockford area have been presented. It is evident to members of the Finance committee that an adequate tax base exists in the two counties and that a comprehensive community college could be established well within the financial framework of the area. This also should provide no hardship on residents and industrial organizations within the two county area. On the basis of projected enrollments of 2,000 to 3,000 students, the Finance committee has estimated that an expenditure of 8 cents per $100 of assessed valuation would provide sufficient funds for the initial establishment of a sound educational program in a good two-year institution. Additional revenue might be needed at a later date, and this has been outlined in Table 33. An examination of all of the tables in the chapter will provide the reader with a wealth of financial data and a good understanding of the problems and the costs involved in the establishment of a college of this nature in northern Illinois. While it has been stressed herein that the cost would be minimal for such a program, it should also be stressed that costs should not be important in the deciding factor in the establishment of a community college; instead, an outstanding program should be provided for this area--one that would assure the two counties of an outstanding enviable community college.

NORTHERN ILLINOIS COMMUNITY COLLEGE COMMITTEE

Studies need for a two-year college in Winnebago and Boone counties

SEVEN SCHOOL DISTRICTS REPRESENTED

SUBCOMMITTEES PREPARE REPORT



CHAPTER X

CONCLUSIONS

At the risk of appearing to be jumping to conclusions, it seems wise to open this last chapter with the ultimate conclusion--Winnebago and Boone counties should establish a community college and should work to open its doors by September of 1965, or sooner if at all possible. This statement is supported fully by the conclusions of all the preceding chapters. Looked at from the point of view of population, curricular needs, guidance functions, building opportunities, financial support, and availability of staff the need of a community college in the area is not to be questioned. Let the points of view be examined in some detail.

Population Pressures Are Here

1. The population of Boone and Winnebago Counties combined is 240,000 and predictions for the future indicate that the combined population of the two counties will be 300,000 by 1970.

2. High school enrollment for the 1963-64 school year was 13,948. Estimates prepared by the Population Committee show an increase of 5,300 students (38%) in the next decade.

3. Nearly 2,700 juniors and seniors now in high school responded to questionnaires on the establishment of a community college. About 72% stated they would be interested in the proposed junior college.

4. Predictions of community college enrollment for the two-county area show that a junior college established in northern Illinois would draw 2,500 students within two to three years and 3,000 students by 1974. Less conservative estimates set the enrollment at 4,000 by the end of the decade.

Curricular Needs Are Great and Varied

1. Surveys taken of industries, business establishments, citizens, and students all indicate the need for and desirability of a college in this area. The needed and desired institution would be a comprehensive post-high school educational one that will stress college parallel, remedial, vocational, technical, and adult education offerings.

2. Of the business establishments polled, 79% indicated that they would use the college facilities in training programs.

3. The college parallel program should be designed to meet the needs of those students preparing to transfer to four-year colleges and universities.

4. Programs should be established in the areas of secretarial practice, accounting, automotive and industrial technology, medical services, nursing, home management, cosmetology, commercial art, and agri-business.

5. Vocational programs should be established in accordance with Article 8-2 of the Vocational Education Act. High school graduates, high school students, and individuals who have not completed high school would all be provided for by these programs.

6. Technological training should be instituted in the areas of automotive technology, industrial technology, electronics technology, and industrial drafting.

7. The adult in the community may wish to improve his occupational knowledge, or his general cultural level, or overcome academic deficiencies that prevented graduation from high school, or may want to work toward a community college degree or certificate. Such courses, available during normal school hours and at night on a credit or non-credit basis, are designed to meet the needs of the adult population of the community.

Guidance Will Be Key Function

1. Because the community college will be multi-purpose and the student body as heterogeneous as the community, it will be necessary to have a well-organized guidance program to assure the proper matching of student and curricular offerings.

2. The Dean of Students, in cooperation with the Admissions Officer, will determine what students should attend, what their programs will be, administer tests to assist students in determining what courses of study to follow, and counsel with students who are having difficulties.

3. The Dean of Students should possess an earned doctorate, preferably in the field of guidance. He must be well acquainted with the life problems of all ages as well as their learning abilities.

4. Coordination of the curriculum and the guidance services will be effected under the leadership of the Dean of the College. While the Dean of the College need not be an

expert in every field of study under his direction, he should be sufficiently informed to be able to appraise new demands and evaluate the competency of instruction offered in all classes.

Two Building Proposals Studied

1. Based on the population estimates the thinking of the Building Committee moved in the direction of a college of 1,000 full-time students the first year of operation, 2,000, the second year, to some place in the vicinity of 3,000-4,000 students by the end of five years.

2. Authorities generally agree that a campus of 100-150 acres could take care of the initial enrollment and that within six or seven years a campus of 300 acres might be required. A number of such sites were located and are to be found on a map in the chapter on buildings.

3. After considerable study of community college needs and the availability of Rockford College (downtown campus), the Buildings Committee strongly recommends a course of action leading to the use of the college as the start of the new community college. The Committee feels it meets all requirements of accessibility, facility (with minimal modification and cost), and availability.

Financial Needs Are Modest and Available

1. Not only are there adequate students for a community college in the two-county area, but there is a current assessed valuation of approximately $814 million --much more than the amount required by law, which is only $75 million.

2. The current assessed valuation is for the tax year 1962. A ten-year projection indicates that by tax year 1972 the assessed valuation of the two counties will be $1,187 million--an assurance that the tax rate will not skyrocket.

3. Building and operational costs for a community junior college would be minimal--only 8¢ per $100 of assessed valuation for operation and maintenance, with a possible additional levy of 2 to 4¢ per hundred dollars assessed valuation for campus buildings.

4. Tax increases for the proposed college, computed on the basis of 8¢ for operating costs and 2¢ for the

construction, would amount to $10 on a home assessed at $10,000. A study of the figures below will provide individual taxpayers with estimated costs they will assume if a college district is created.

Annual Tax Increases

Actual Property Value	Assessed Valuation	For Rockford College Campus	For New Campus
$ 5,000	$ 2,750	2.75	3.30
7,500	4,125	4.13	4.95
10,000	5,500	5.50	6.60
12,500	6,875	6.88	8.25
15,000	8,250	8.25	9.90
17,500	9,625	9.63	11.55
18,200	10,000	10.00	12.00
20,000	11,000	11.00	13.20
22,500	12,375	12.38	14.85
25,000	13,750	13.75	16.50
27,500	15,125	15.13	18.15
30,000	16,500	16.50	19.80

Voters Need To Be Informed

1. A small-scale study of adult opinions revealed that about 58% of the adult citizens were favorably inclined toward the community college proposal. More detailed study revealed a hard core of 30% in favor of the college as opposed to a 15% hard core against the idea. The remaining 55% of citizens were either lukewarm or uncommitted but would be decisive if informed.

2. The study did not prove that a referendum would pass, but it did indicate sufficient citizen interest to warrant planning for a referendum.

3. In the past ten years in the two counties there have been 12 special elections for financing schools; the record 9-3 approvals to failures indicates a strong desire to support public education. A study of Table 27 in Chapter 9 will provide details.

4. The Citizens Committee recommends to the Steering Committee, the School Boards of the participating high schools, and the citizenry of the two counties, that the findings of the survey be publicized widely so that a proposal for the creation of a community junior college district be put before the voters at the earliest possible election.

5. It is strongly recommended that the community college should open its doors for business by September, 1965, or sooner if possible. As soon as the district is created and a board elected it should immediately hire a most able administrator to formulate plans in detail, select staff, and handle the myriad of details necessary to the creation of a new educational institution.

6. Although not charged with the responsibility for naming the project, nor was any other committee, the Public Relations Committee would recommend that the institution be named the Rock River Community College. This would avoid confusion with the existing college in the area, avoid identification with the large metropolitan area, and yet be appropriate because the two counties are in the watershed of that river.

To Sum It Up

The survey has clearly established the need of a community junior college in terms of population and need of educated people. It has clearly established the adequacy of financial support in the area. It has pointed out the need to inform the voters; to provide the voters with an opportunity to decide; and the steps that need to be taken to bring these things to pass. With vision the citizenry of the two counties can move forward to a reality that will exceed their fondest visions, the reality of Rock River Community College.

The map of the proposed community college district appears as Figure 18. The boundaries of the district, as proposed, include the eleven districts (in their entirety) which participated in this study.

PROPOSED COLLEGE DISTRICT OF BOONE-WINNEBAGO COUNTIES, ILLINOIS

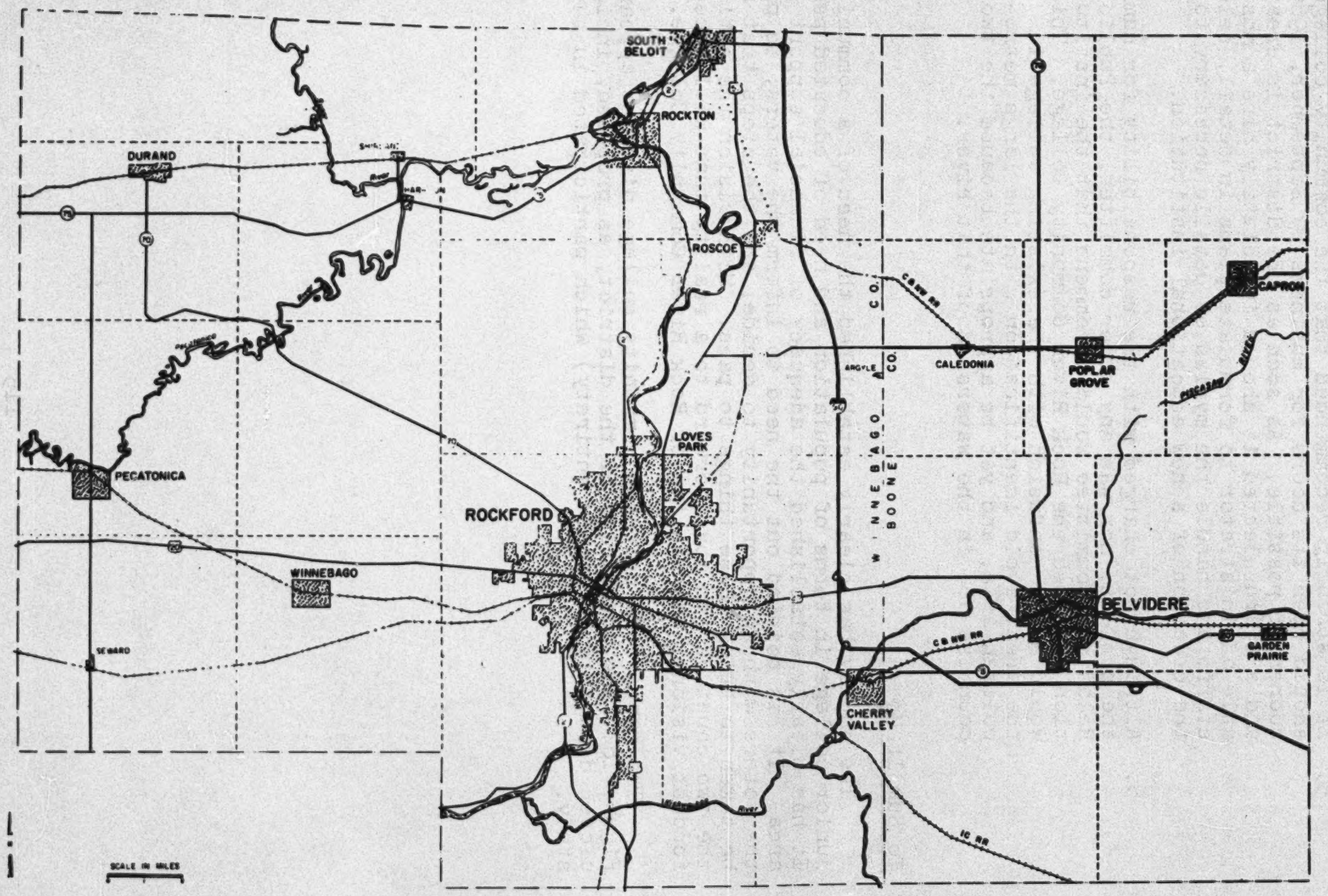


Figure 18

APPENDIX

SURVEY OF PERSONNEL NEEDS OF SELECTED BUSINESSES IN WINNEBAGO AND BOONE COUNTIES

1. How many people are employed in your company or organization? Number_____

2. How many new people did you employ in 1963? Number_____

3. How many non-experienced employees were hired in 1963 with the following educational background? (Underline proper availability for each educational background.)

NUMBER

_____Non-High School Graduate Scarce Adequate Surplus

_____High School Graduate Scarce Adequate Surplus

_____Advanced Training Scarce Adequate Surplus

4. Is there a specific training program in your company or organization?

Yes_____ No_____

5. If yes, list each type

_____Orientation _____On the Job Training _____Apprenticeship

_____Tuition payment for advanced training _____Other

6. Could training beyond high school supplement your existing training or education program?

Yes_____ No_____

7. If "Yes," please check all the types of training which would apply. Types of Training Offered by Typical Community Colleges

_____Drafting & Blueprint Reading
_____Factory Management
_____Labor-Management Relations
_____Instrumentation & Plant Control
_____Laboratory Technician
_____Metallurgy
_____Business Management
_____Agriculture
_____Interior Decorating
_____Play and Story Writing
_____Mental Hygiene
_____Advertising
_____Home Appliance Repair
_____Dental Technician
_____Sciences
_____Foreign Language
_____Economics & Government
_____English and Speech
_____Mathematics
_____Literature & History
_____Plant Protection
_____Secretarial Practice
_____Clerical Practice
_____Business Machines
_____Merchandising
_____Landscaping & Gardening

_____Product Design
_____Commercial Art
_____Dietetics
_____Photography
_____Applied Science
_____Applied Mathematics
_____Machine Technology
_____Welding
_____Retailing
_____Bookkeeping & Accounting
_____Air Cond. and Refrig.
_____Electronics, Radio & T.V.
_____Electric Wiring & Motors
_____Automotive Shop Practice
_____Practical Nursing
_____Medical Technician
_____Music Appreciation
_____Diesel Mechanics
_____Other

8. For what areas of employment would graduates from two years of post-high school training be particularly useful in your company or organization? (Check all that apply)

_____Engineering
_____Sales
_____Skilled Workers
_____Semi-Professional Workers
_____Administrative
_____Office
_____Semi-skilled workers
_____Other

9. To what extent do existing educational facilities in the community meet off-the-job training needs of your employees?

_____Excellent _____Fair _____Poor _____Don't Know

10. What is the nature of your business?